

THE JUNIOR COLLEGE JOURNAL

References to contents of previous issues will be
found in the *Education Index*

Contents for January 1939

	PAGE
EDITORIAL	167
<i>Aubrey A. Douglass</i>	
CAN JUNIOR COLLEGES MEET YOUTH'S NEEDS?	169
<i>John W. Harbeson</i>	
THE LIBRARY AND JUNIOR COLLEGE AIMS	175
<i>A. M. Swanson</i>	
PERSONNEL SERVICE AT HERZL JUNIOR COLLEGE	179
<i>Dorph Brown and J. M. McCallister</i>	
PHYSICAL EDUCATION IN CALIFORNIA	186
<i>Kenneth D. Miller</i>	
THE JUNIOR COLLEGE WORLD	189
REPORTS AND DISCUSSION	194
Directory of Societies—Middle States Association—Washington Association—Illinois Conference—Southwestern Meeting Plans—Arkansas Association—Northern California—November Editorial—A Comment—Another Comment—A Correction—Iowa Section Meeting—To Charge Tuition Fees?	
FROM THE SECRETARY'S DESK	202
Annual Meeting—Amendment of Constitution—Changes of Administrators—New York Conferences—Inauguration Representative—Special Committee—Religion in Junior Colleges—Conferences Held—Addresses Made	
JUNIOR COLLEGE DIRECTORY, 1939	209
<i>Walter Crosby Eells</i>	

THE JUNIOR COLLEGE JOURNAL



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Academic Respectability

[EDITORIAL]

GREATLY prized among most American colleges is academic respectability. It is so highly regarded that a faculty will often go to great lengths to secure the favorable opinion of institutions which bear excellent reputations. Nothing must occur which indicates that the college has in any way lowered its academic standards, or has departed from the straight and narrow path which leads to erudition.

The steps taken by the average college faculty to secure the esteem of their colleagues are often mildly preposterous, if not actually ridiculous. If one is interested in having a college faculty consider such old but vital problems as the purpose of the educational program, the organization of courses, and methods of instruction, it will be well, if results are desired, to spend relatively little time in presenting educational principles and much time upon what institutions of high academic respectability are doing. There are, to be sure, exceptions to this statement, but they are far too rare. Men who are supposedly trained to examine evidence before giving an opinion have a curious way of treating evidence which pertains to problems of college organization. They show a strong tendency to depart from the methods they profess to use, and to adopt practices in thinking that they condemn in their students.

Example upon example could be cited

of this tendency. It has been a score of years since the junior high school became a recognized unit in secondary education, but it has been only recently that colleges and universities have been willing to release the ninth grade from the domination of college entrance requirements. Most colleges were willing to fall into line when assured that other institutions would do likewise. It has been several years since fairly good objective evidence became available to show that the pattern of subjects completed in high school is not necessarily the factor determining successful work in college. This evidence made little impression upon the faculties of liberal arts. Either they remained unaware of its existence, or they ignored it. Neither action is excusable, because entrance requirements constituted a problem upon which decision was being rendered, and men professing to use intellectual methods have no business to decide questions without referring to evidence.

Members of schools and departments of education are little if any better off than their colleagues in other departments. In theory courses professors of education are likely to advocate recognition of interest, self-activity, and creative ability; in their own methods of instruction, they may violate practically every principle they attempt to instill into the minds of their students. Even graduate

courses in education are taught by assignments, lectures, and quiz sections. Students are subjected to examinations which depend upon memory and mere ability to hand back what has been said in class. Individuals who are certainly mature, if chronological age, experience, and ability to hold positions of responsibility indicate maturity, are all too often herded, directed, and ordered in a manner regarded as unsuitable to young children. It is nearer the mark to say that to a considerable degree this situation is caused by the desire of professors of education that their classes be academically respectable. A large amount of ground must be covered, and a large amount of hard work exacted.

The junior college shows symptoms of desiring to attain academic respectability. Members of junior college faculties, and administrators as well, still tell themselves and each other that their institutions are not glorified high schools but colleges. There is a strong tendency for junior colleges to separate themselves from the high schools and to get on the other side of the fence with the colleges. Real or imagined social recognition, not to say snobbery, seems to attach to "college." In comparison with "high school" or "secondary school," "college" is a magic word.

If sound educational reasons exist for this attitude, they are not found in the capabilities of students nor in the types of training many should have. To be sure, the junior colleges contain numbers who will transfer to four-year institutions, and who will ask no odds of "native" students in doing academic or professional work. The junior colleges also contain many students who should and do complete terminal, semi-professional and general curriculums. According to the spokesmen of the four-year institutions, many of this group should not be admitted to the four-year institutions.

One of the ways of insuring academic respectability is to maintain, or to pretend to maintain, high standards of admission. The run of the mill of high school graduates, which the junior colleges receive, are not acceptable. This is one of the criteria by which four-year institutions judge their own academic respectability to be a shade or two superior to that possible to the junior colleges.

The junior colleges would do well to follow the lead of those of their number who attempt to address their energies to the educational problems which confront them. If they do this, they will acquaint themselves with the needs and characteristics of their students and their communities, and they will plan methods of instruction, courses, and curriculums accordingly. Junior college faculties will feel more concern about learning what their job is, and in doing it well, than they will about being recognized as being "college" in affiliations.

The junior college will also do well to avoid many of the methods which four-year institutions adopt to maintain academic respectability. To borrow methods and content used in freshman and sophomore classes in four-year institutions, to withdraw from the high school, and to develop high institutional consciousness, may tickle the vanity of those who wish to rise to what they regard as a higher social stratum, but will be of little assistance to the real task of the junior college. Let the junior college recognize many of the attempts to secure academic respectability for what they are; let the junior college be itself.

AUBREY A. DOUGLASS

The schools should care for all youth up to 20 years of age who can profit from specialized preparation for occupations of non-professional type.—Report of the President's Advisory Committee on Education.

Can Junior Colleges Meet Youth's Needs?

JOHN W. HARBESON *

WRITERS on modern social problems have repeatedly called our attention to the critical situation in which youth finds itself in the present state of society. In meeting the needs of youth in this unhappy state, the junior college occupies a strategic position. The age range for the vast majority of students in the junior college is from 17 to 20. In this age span, the individual is confronted with problems of serious and life-long significance. He is brought face to face with the problem of a life work which he can no longer postpone or evade. At this age he frames his ideals and formulates his religious concepts. At this age he relinquishes the parental care of the family, he faces the stern realities of a disinterested world, he becomes his own master, he develops a sense of values, he forms a philosophy of life, he falls in love and may even choose a life mate.

Problems such as these cannot be met by the traditional academic curriculum. The junior college must be projected on a basis to meet the needs of the entire potential population—a number estimated by Dr. Rainey to be now in excess of six million.¹ Of this number only 40 per cent have I.Q.'s of 110 or more—that degree of academic ability considered by Dr. Lewis M. Terman as essential for success in traditional college subjects.² If Dr. Terman is correct in this judgment, the

vast majority of eligible junior college youth cannot hope to conform to the highly academic junior college curriculum as it has come down from the past, and a rigorous application of such a curriculum to all students will only serve to drive huge numbers out of college.

In the early history of the junior college, when drop-outs from the high school found an early and easy entrance into industry and only the bookish or highly academic type persisted above the high school, the curriculum inherited from the freshman and sophomore years of the standard college was fairly adequate to meet the needs of the small number which it served. Most of the enrollment entertained ambitions to complete the college course in the standard colleges and universities and they possessed the ability to do so. But today, when for the country as a whole 65 per cent of the potential population are enrolled in the secondary school, the high schools and junior colleges find themselves confronted with a school population of an entirely different character. For the vast majority of this new population the inherited curriculum is seriously inadequate and the secondary school, of which the junior college is the culminating unit, must meet the situation with drastic changes in the offerings.

The situation is well stated by Mr. George E. Breece in a recent study completed at the University of Southern California:

The curriculum changes on the basis of educational needs must be stated in terms of the abilities of the total potential student population of the junior

* Principal, Pasadena Junior College, Pasadena, California.

¹ Homer P. Rainey and Others, *How Fare American Youth* (Appleton-Century, New York, 1937), p. 43.

² *Ibid.*, p. 44.

colleges: (1) The junior college must care for all the students of junior college age (with the possible exception of about 2 per cent of very low I.Q. who should be in special schools); (2) Provision must be made for those with special abilities and aptitudes; (3) Provision for the 18 to 20 per cent with I.Q.'s between 75 and 90 is best made in special schools or departments as part of the junior college education; (4) Potential junior college students (Grades 11-14) number about eight million; (5) Industry cannot absorb the youth before the age of 20 or 21; (6) A minimum I.Q. of 105 is necessary for college on the present level—a degree of ability with which only about 35 per cent of the potential population are endowed; (7) The school is the best agency for training for citizenship; and (8) The promotion of general education without specialization for the larger group is best met by the junior college.

In short there are three significant factors which make the traditional patterns of junior college education both inadequate and unadaptable to the modern social scene: (1) The changed character of the junior college population; (2) The changed situation in industry; and (3) The changed situation in social and civic life. Let us now examine some of the proposals of junior college educators to meet the situation.

MODIFYING THE CURRICULUM

The first and probably most important proposal is that of modifying the required core curriculum. The essential feature of the core curriculum is that it contain that modicum of general or liberalizing education which is essential for the entire society. It is for this reason that it is required of all students. This core curriculum of the past has consisted of a reasonably wide spread of highly academic subjects—English, foreign lan-

guage, mathematics, natural science and social science. As yet we have not learned, except in a feeble way, to present these subjects in a manner that relates them closely to the problems of modern society. With minor modifications they are taught as they were a score of years ago.

The general objectives of the core curriculum, however, are now and always have been sound. It is still essential in a democracy to equip the student in the secondary school with a broad general education which will bear fruit in the maximum development of his personality and give him a reasonable familiarity with the world and the universe. The essential feature of the new curricular proposals is that they shift the emphasis from a mastery of fixed subjects to meeting the needs of the student.

Space will permit the presentation of but one example of the numerous proposals for the modification of the core curriculum. In Pasadena Junior College, an institution of the four year type embracing grades 11 to 14 inclusive, an effort is being made to provide for all students a reasonable modicum of general education within the eleventh and twelfth grades. Besides courses in physical education and health the core curriculum consists of the following requirements: A course in group guidance called orientation taken in the first semester of enrollment; (2) General introductory or survey courses designed to equip the student with an overview or orientation in each of the following major fields of learning: biological science, physical science, the American family, the humanities, and the social studies. These courses cut across departmental boundary lines and are closely tied in with the problems of the modern world. Each is a year course and is projected on two levels. Their aim is to

develop understanding rather than scholarship and they are geared to the abilities of the students that appear in the classroom; (3) Besides these general introductory or survey courses each student is required to pursue a year's study in a subject-matter course, largely of a traditional character, selected by him under guidance from available offerings in each of the following major fields: physical or biological science, the humanities, and the social studies. The purpose of these courses is to develop scholarship in a relatively narrow segment of a major field.

This core curriculum is completed by the average student by the completion of the twelfth grade leaving two full years for more detailed preparation for advanced study or for preparation for the world of business and industry, depending upon the interests and needs of the student. This plan attempts to provide a program of general education in the eleventh and twelfth grades and terminal or vocational adjustment in the thirteenth and fourteenth grades.

REORGANIZATION OF SUBJECT-MATTER

A second proposal for meeting the needs of students on the junior college level consists of the reorganization of subject-matter content in accordance with the interests and growth needs of all students. In his book on the college and society Dr. Ernest H. Wilkins points out that the junior college offerings of the past have been well organized to serve the needs of university preparatory students but that they are ill-adapted to the needs of the present enlarged secondary school population. The logical and chronological arrangements of content in the traditional subjects do not appeal to the non-academic mind as having value and a rigorous insistence on their application to all students has

driven large numbers of students out of school even in the face of certain unemployment. Present junior college instructors are striving desperately to reorganize subject matter around problems of the modern world, going into the past only to the extent to which such data will shed light on the present. The new survey courses are being organized in accordance with this principle. Instructors are also endeavoring to adapt the content to the interests of the student and proceeding from where the student is at the time to expand his interests into larger and hitherto unexplored fields. Enough success has already been achieved in these methods to convince an unprejudiced observer that the junior college can be made worth while even to the non-academic student. Moreover, even the present limited progress has tremendously augmented the holding power of the junior college and has provided a profitable use of time that could find no opportunities in gainful employment.

ORGANIZATION OF TERMINAL CURRICULA

A third proposal of the junior college for meeting the needs of modern youth is the organization of terminal curricula for students not contemplating transfer to the standard colleges and universities. In every junior college is found a large and continuously growing group of students for whom the junior college will be the last formal education. In the past, we have endeavored more or less to force upon these terminal students the same courses which we have given to those expecting to transfer to the universities. Such a policy, however, ignores the needs of these young people, and it is necessary to provide a type of education which will develop good citizenship and at the same time make possible an easy transfer into the work of the world.

In meeting the needs of this large terminal group of students, however, some interesting experimentation is already under way. Most of the public junior colleges have recognized the peculiar needs of the terminal student and are at least making some gestures toward meeting them. Probably the majority of such students will prefer to continue their general education throughout the junior college years even though not transferring to the university. These general courses should be of a different character from those given to the university preparatory student. For most of these students, however, the primary interest is one of securing vocational education. It is fortunately possible that curricula can be planned for these students which will both provide a reasonable modicum of general education and at the same time provide an easy entrance into their vocational choices. This vocational education should be on the semiprofessional level rather than either the trade or the professional level. There is a tremendous need in the work of the world for this type of education. It is a field which public education in the past has neglected and one for which the junior colleges are particularly adapted.

Good examples of semiprofessional education on the junior college level are found in the commercial curricula of the Fullerton Junior College, technology (aeronautical, mechanical, electrical, civil and architectural) at Pratt, Dunwoody, General Motors and Pasadena, agriculture at Chaffey, Forestry at Lassen and Pasadena, and Nursing at Riverside and other junior colleges.

These are but examples of extensive possibilities for semiprofessional vocational training on the junior college level. Local communities will determine in large measure the character of vocational courses given in the junior college. If we may judge from present

trends, we may assume the vast majority of students in the public junior colleges will find their chief interest in semi-professional training. Probably not over 20 per cent of the students enrolling in public junior colleges either can or should transfer to the university for professional training. If this assumption is correct we must conclude that Dr. William H. Snyder, founder of the Los Angeles Junior College, spoke with the voice of a prophet when he stated that the most important function of the junior college consisted in providing vocational training on the semiprofessional level.

ADEQUATE GUIDANCE NECESSARY

It must be recognized, however, that with the huge numbers now enrolling in the junior college, satisfactory vocational training is impossible without an adequate program of guidance. A good guidance program which extends down through the high school and junior high school levels will assist the student in planning his life career. With such a functioning program the student will know when he enrolls in the junior college what are his primary interests and adaptabilities, and can, under guidance, select a type of life work for which he is best endowed.

Also going hand in hand with guidance and vocational training must be an adequate placement service. Nothing is so essential in the development of vocational courses as the assurances in the minds of the students that placement is virtually certain on the satisfactory completion of the course. While only a beginning has been made in this important function of the junior college, it may truly be said that junior college administrators have sensed their responsibilities and are courageously pioneering in an effort to provide satisfactory vocational training for their terminal students.

TRAINING FOR CITIZENSHIP

A fourth proposal of junior college administrators is a method of training for citizenship through what might be called an activity program. To accomplish this they are endeavoring to turn their campuses into democratic, self-governing communities. This is, of course, no new idea but rather an increased emphasis on shared activities of democratic group life.

While the form of student self-government has been set up in the past, however, the secondary school has relied chiefly on the classroom for citizenship training. Courses in civics and social problems have drawn from history or life outside the school situation for most of their content. Large sections of the constitution of the United States have been committed to memory and, while the gospel of democracy has been proclaimed from the teacher's desk, the most arbitrary and absolute government has been maintained in student society, the chief mandates of which have emanated from a swivel chair in the principal's office.

The blessings of democracy, however, cannot deeply impress students living under such conditions. Democracy cannot be preached into the hearts of the students. They must have a chance to practice democracy through an activity program on their own campuses. They should live under a democratic government including the executive, legislative, and judicial functions. They should pass and enforce their own laws. This means that most cases which in the past we have described as disciplinary in character, with the burden of responsibility on the school administration, will be taken care of by the students themselves through established democratic procedures. In this field of citizenship training through an activity program in a

democratic campus society the junior colleges are making genuine progress.

NEW TYPE OF JUNIOR COLLEGE

For a fifth and final proposal we shall draw, not on junior college administrators, but on a distinguished university professor, Dr. Clyde M. Hill of Yale. In a recent address before the North Central Association of Colleges and Secondary Schools, "Youth Demands New Junior Colleges," Dr. Hill proposes an entirely new type of junior college. He recommends the establishment of resident junior colleges in rural areas in which the students will live in dormitories on the campus and through agricultural pursuits actually produce a large part of what they consume. Unlike the CCC camps their purpose will be educational rather than relief, but, like the government camps, they will also provide for economic security. He proposes that this new type of junior college be supported by local, state, and federal grants and be made free to the student body. For an application of the proposed set-up in New England the following paragraph from Dr. Hill's paper is quoted:³

Suppose it be assumed that the federal government grants appropriations on some cooperative basis, to the New England states for establishing these junior colleges to support a program of social security in education. How many institutions will be needed and how much money will be required? Institutions of this kind should probably have from 200 to 400 students depending upon local conditions. There were graduated from all New England high schools last year, in round numbers, 30,000 boys. Of this number 6,000 went to college. Estimating roughly that 50 per cent of the remainder would take advantage of the opportunities afforded by these new

³ *North Central Quarterly* (October 1938), 13: 237-46.

junior colleges and assuming an average enrollment of 300, a minimum of 40 colleges would be required. We have considerable evidence to show that from \$200 to \$300 over and above the provisions produced by the school would be adequate annual subsidy for each student. Assuming that all students would need opportunity for self-support and free tuition, this would mean an annual operating investment in the New England schools of \$2,400,000 to \$3,600,000 which impresses us as a modest sum in a day when we seldom think of government expenditures in less than hundreds of millions.

CONCLUSION

These are but a few of the more significant proposals of the junior college for meeting the needs of youth in the present crisis. It must be borne in mind that the junior college is young and still in the process of experimentation. Some of the proposed changes will probably be found not feasible. Still others, not yet discovered, may possess great merit.

It must be emphasized, however, that progressive junior college education does not come cheap. No type of experimentation is justifiable without a program of evaluation and evaluation costs money. Dr. Hill does not presume that his proposal of a new type of junior college can be effected at small cost. He announces at the outset that it will be expensive, but that it will be worth what it costs. The junior college offers small relief to a people who are on the quest of cheap educational salvation. It cannot rise to its sublime opportunities on the basis of the low expenditures of the past. Over a long period of time the public gets just what it pays for and no more. If, however, an effective junior college program can be developed and training given in these institutions adequate to create a self-dependent citizenship it will be much less expensive than our

gigantic programs of delinquency and relief.

GENERAL READING COURSE

A general reading course designed to stimulate wider reading by students of the junior college age is being offered at Frances Shimer college, Mount Carroll, Illinois, this fall, it is announced by Miss A. Beth Hostetter, acting president. The course, for which no credit will be given, will lead to Honors for students in the upper division of the College. The purpose of the course is stated by the curriculum committee as being "to supply a broader cultural background than the pursuit of her actual course of study may permit the student to acquire." Reading for the course will be wholly voluntary, but the students' understanding and appreciation will be measured through conferences with a teacher in the field in which the reading is being done. No class sessions will be held, the tutorial conferences being considered sufficient. The reading program is organized in three general fields of learning, the humanities, the sciences, and civilization and the modern world. Students will choose at least two related fields in each of these main groups. The entire program is open only to students in the upper division of the college.

With the growth of knowledge in all areas and with the postponement of employment, often until the end of the teen age, the period of secondary education clearly reaches beyond the high school through the junior college. In such a reorganization of educational units vocational education fits far better than in the present four-year high school.—GEORGE F. ZOOK, in address before the North Central Association.

The Library and Junior College Aims

A. M. SWANSON *

YOU may rightfully expect from me no contribution to your professional knowledge and no addition to your technical procedures. You may anticipate some effort to portray the features of an evolving institution in which your library plays its role and you may derive therefrom some helpful hint as to the part you should have in directing the course of the evolution of the junior college. The college library as a thing apart from the institution it serves has little significance and the librarian who knows and practices only library science will not be a factor of consequence in any scheme of education. The term "library science" incidentally is to me somewhat inappropriate. It connotes emphasis upon procedures and not upon policies, upon the library itself as the object of attention and not upon its function as an educative agent. As a result of training in library science I suspect that many libraries are organizationally sound and well but functionally feeble. I suspect that library science has penetrated to the remotest ramifications of accession, classification, cataloging and indexing but I am not sure it has demonstrated effective methods of getting the goods off the shelves and into the hands of willing customers. Let us then, examine briefly the origin, the trends, and the possibilities of the junior college in the hope that you may locate your library in relation to the whole, for

surely the place of the library in a program of junior college education is necessarily conditioned by the philosophical and practical considerations that underlie the educative process at that level.

Perhaps the implications of a hasty sketch of probable trends will elicit the thoughtful study of the college librarian who hopes to be something more than the type satirized by Sinclair Lewis in the saga of Main Street. You may recall that Mr. Lewis tells of the visitor who called upon the librarian of Gopher Prairie and in the course of the conversation expressed the thought that "the chief task of the librarian is to get people to read." The librarian of Gopher Prairie was duly amazed and said "My feeling—and I am merely quoting the librarian of a large college, is that the first duty of the conscientious librarian is to preserve the books."

Neither the quantitative nor the qualitative boundary of the province of the junior college has yet been marked. Starting 35 years ago, in the public education field, the number of these colleges both public and private is now more than 550 and they are found in 45 states of the union. Their growth is the most conspicuous educational movement of our times. That they are destined to dominate formal education up to the end of the present sophomore college year is hardly open to question.

The development of American education has been distinguished by its quantitative aspect. Our concept of political equality, whether logically or illogically, has been transferred to the field and

* Acting President, Junior College of Kansas City, Kansas City, Missouri. A paper presented at the junior college sub-section of the American Library Association, Kansas City, Missouri, June 1938.

function of education and all factors which would delimit or proscribe the attainment of the insignia of academic standing have been regarded as intolerable in a free country. As a result the old academy for the favored few has given way long since to the high school for the unselected many. The conquest of secondary education by the crowd is complete and the symbol of its acquisition is now practically available as the birthright of all. Not content for long with this historically unparalleled achievement, and as a logical consequence thereof, the outposts of common schooling are being advanced to the middle point of the traditional four-year college course, and regardless of our wishes, the characteristics which now feature secondary education probably will in time become the prevailing attributes of the junior college. The college preparatory function brought the secondary school into being and guided it through its formative years, only to be submerged by the doctrine of interest and the theme of preparation for living as the children of all the people surged into high school halls. Major prophets in the secondary field, with ears delicately attuned to the tramping of many feet, denounce the authoritarianism of the colleges and proclaim the sovereignty of the common people. Likewise college parallelism nurtured the junior college through infancy and adolescence, but even now our noisiest prophets embellish the literature and the lecture with the proposition that the junior college too is to be the people's school, and that the guiding influence of the senior college, once our hope and sustenance, is now a thing outgrown and intolerable. The junior college seeks a place in the sun.

I assume that, along with other junior college activities, the organization of the library, its methods of accretion, its

procedures, and in fact its objectives are patterns of its parent, the senior college library. Indeed up to now little freedom has been accorded the junior college in this and other respects. Definite standards have been imposed from above with consequent inspections by state departments, universities and regional accrediting agencies and due to our obligations to that heavy percentage of our graduates who seek to complete their work for degrees we have been in no condition to treat these requirements lightly. I wish to point out, however, that with the now accomplished acceptance of the junior college as a permanent feature of the American educational system there is becoming apparent a liberalizing of the attitude of these accrediting agencies. We have for example the splendid work of the North Central Association of Colleges and Secondary Schools, whereby a group of rigid quantitative standards, each a *sine qua non* of accreditation, has been superseded by procedures designed to integrate the activities of a college in a unified picture of its competence for the attainment of objectives appropriate in its field. This increasing measure of freedom opens a vista of new opportunities to the junior college librarian and accordingly imposes new responsibilities.

As a consequence of the recency of its origin and the troubled social and economic age in which it has developed, it is inevitable that the junior college should have been and will continue to be for some time a changing institution as to its curriculum, its procedures, and its clientele. Let me suggest some aspects of this evolution that concern the librarian. I suspect that the intellectual curiosity and the capacity for independent research and study which historically underlie the organization and administration of a college library and which characterize a selected student clientele

are perforce of decreasing relative frequency on the junior college level, and it is possible that in an economy which involves a shortage of employment upon completion of secondary education the brighter students will get the available jobs and the less alert will be thrown upon the colleges. If so, what happens to the library? Certainly, as the practice of extending the period of general education two years beyond the high school becomes more and more widespread, the last vestige of selectivity will disappear except perhaps for a few well endowed private colleges. Moreover in this evolutionary process the single college preparatory function of the junior college appears to be giving way to a multiplicity of objectives mainly of the non-intellectual type and here the library distinctly suffers owing to the inherent intellectuality of its materials. I feel that we have been passing through an era characterized by the evaluation of formal education upon marked, and perhaps pathetic, utilitarian standards, and in such an evaluation none of our facilities suffers so much as does the library. We cannot over-emphasize the fact, however, that in a world where stark uncertainty as to vocational security stalks the land, where service agencies in every field defy the development of self-direction, and where individual responsibility is yielding everywhere to institutional care, it becomes the increasing function of the college to furnish that mental and spiritual balance so essential to a rational way of life.

College education is bogged down with its monstrous burden of courses, credits, and points. These have become ends in themselves and a degree is defined as the sum obtained by arithmetical computations of hours and points. We might envision an institution in which this over-formalization could be counteracted in a measure by a realignment of

library functions with emphasis upon voluntary usage. Multiplication of required readings in courses does not cultivate library use. It merely leaves the library where it is today—at the mercy of the faculty. But perhaps there could be a college with the library as its heart continuously pumping fresh living blood into curricula now in many spots languishing with pernicious anemia; in other words, a warm, pulsating, controlling, unifying agency really dominating the educative process. Your seemingly inescapable duties of custodial service, property accountability, and disciplinary responsibilities may have obscured the real possibilities of your mission.

I have thus attempted to state some of the circumstances that affect the library and I hope it may stimulate you to take your pens and try to formulate them in a better way. I submit that the techniques of your profession are not obscure and are readily mastered but I suggest that an overview of the whole panorama is worth whatever effort it takes to gain it. As to the special problems of your profession I can offer but a few suggestions:

First. Study the problem of library atmosphere. My experience as a student in various colleges is perhaps unfortunate and not typical in this respect. I know you are not responsible for library furniture, apparently designed to conform to the Spartan principle that one escapes from excruciating physical discomfort only by more assiduous intellectual endeavor. I know that many library situations demand the physical manifestations of a belligerent martinet rather than the subtle ministrations of a radiant goddess. I am well aware that a crown awaits the benevolent genius who evolves a satisfying antidote for the haunting aroma of decadent glue. I know the relentless requirements of property

accountability and I know that grades and points are not yours to give in return for that delectable deference and soothing submission accorded the teacher. In spite of all of this I am sufficiently idealistic to urge upon you the possibility of a library atmosphere suggestive of a home for the students where they will want to go.

Second. Shift the emphasis from the accumulative to the distributive function of your job. Perhaps you have glorified the concept of the engineer and overlooked the philosophy of the salesman. Perhaps you have specialized in the management of your stock in trade and neglected the development of a market for your wares. In every field of thought, in every branch of science, in every phase of industry, the unsolved and challenging riddle is to find the answer to the distributive problem.

Third. Set up as a major project the discovery and development of individual interests. In performing the inexorable task of mass education we may lose sight of responsibility for the propagation of leadership and the cultivation of genius. Perhaps we might conceive of our college library as one of our laboratories for this crucial social service, for surely in a world characterized by growing concern for mediocrity we must not fail to see the menace that lies in reliance upon the fortuitous emergence of leadership.

I have attempted to emphasize the idea that the junior college presents an evolutionary aspect and that the ultimate place of your library is thus conditioned by changing factors. No one can say what shall be the central aim of this new institution. Occupational curricula will hardly suffice for occupations come and occupations go. Terminal curricula represent perhaps justifiable and necessary concessions to mediocrity and to expediency. I predict that when the pendu-

lum that marks the spread of present objectives shall have diminished its arc and approached a state of rest, the focal purpose may well be to bring a student into possession of that portion of the recorded thought of the race which his abilities permit him to assimilate under the best conditions attainable. Equipped with less than this he goes into life a social hazard. If this prophecy should eventuate in reality the junior college library, in a special sense the repository of the available materials for the fruition of such an aim, will assume a dominating place.

SAN MATEO RADIO STATION

San Mateo Junior College (California) is to have a full-sized radio station with regular programs presented by the student body and faculty. The station will be built and operated by the radio class. The station will broadcast educational programs, which, incidentally, will assist in carrying the work of the college to the local communities. This educational broadcasting is made possible through a ruling of the Federal Communications Commission, allotting certain wave-lengths to be reserved for educational purposes. These are in the ultra-shortwave band and can be heard clearly within a 50 mile radius of San Mateo. The present amateur station will be expanded through an appropriation of the trustees of the Junior College District. The equipment will be of the newest improved type as approved by the Federal Communications Commission. As half the radio class and all of the Radio Club are licensed radio operators there will be plenty of operators for the station.

The junior college is the most rapidly developing movement in education in the United States today.—U. S. Commissioner of Education, J. W. STUDEBAKER.

Personnel Service at Herzl Junior College

DORPH BROWN* AND J. M. McCALLISTER†

WHEN Herzl Junior College was established in September, 1934, it was quite evident that if the institution were to function effectively, personnel service should become an integral part of the program. A plan of mass production in higher education had been inaugurated for a student body whose composition represented a vast multiplicity of nationalities, each with its own manners, customs, and ideals, and steeped in centuries of tradition. General education, which then constituted three-fifths of the student's program, enrolled 400 to 500 in a single class, and there was little opportunity for personal contact between instructor and student.

With this unique situation and with a faculty that was kind and sympathetic toward the development of a personnel program as a new aspect of higher education, Herzl Junior College offered a most fertile field for such experimentation; consequently, personnel service as it now operates at Herzl represents the culmination of four years of growth and development, characterized chiefly by the trial and error method, and based upon adjustment and change as occasions and conditions warranted.

The philosophy underlying personnel service emphasizes the maximum development of the individual's whole personality—intellectual, moral, physical, aesthetic, and social; it involves the scientific analysis of the student as an

individual in an attempt to develop all his latent traits and potentialities which will enable him to adjust himself most effectively to all of life's situations, ultimately resulting in the greatest possible happiness and success, both for himself and for society.

Therefore, in order to realize these objectives, the work of the personnel department revolves around five major objectives: (1) To assist students who have chosen their life's work to plan for a long-time educational program; (2) to help those who have given no consideration to their future work to choose a profession, or semi-profession, best fitted to their needs and capacities; (3) to check from time to time the educational progress made by these students; (4) to aid students in solving their personal problems, such as health, home difficulties, financial worries, manners, and habits of living; and (5) to correlate the work of the personnel department with all other departments and functioning agencies of the institution.

HISTORY AND DEVELOPMENT

When the college first opened a hurried survey among the students indicated that a vast majority of them had been tramping the streets for months looking in vain for jobs. They had entered the institution discouraged and disheartened. They required a change in attitudes, a new outlook upon life and, above all else, the moral support of the faculty.

Thirty to forty students were assigned to each instructor who was under the supervision of the personnel director,

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but during the first year comparatively little counselling touched upon the educational and vocational phases; personal problems of the students were far too urgent, and near the close of the first semester a comparison of personnel data clearly revealed the need of a student health department. Symptoms of minor ailments, such as acne, athlete's foot, colds, ringworm, and defective vision all told of the inefficiency of personnel work in the absence of a health clinic. A survey showed that 51 per cent of the students had not seen a physician in six years, and 28 per cent in eight; 30 per cent had not seen a dentist in five years, and 18 per cent in seven years.

The second semester, increased enrollment warranted the services of an additional instructor who qualified not only as a member of the teaching staff, but also as a regularly licensed physician, and a health clinic was established. In the meantime a regular faculty member who was especially well trained in correction of defective speech such as foreign accent, stammering, lisping, and nasality had discovered many students who needed help in this field and a speech clinic was organized.

Another faculty member, who is a regular certificated teacher of the deaf, and who learned of several students whose hearing was more or less permanently impaired, started a class in lip-reading. At the same time another faculty member, realizing the financial difficulties of the students, established a student book exchange in which buyer and seller were brought together and all profits eliminated. He also organized a student employment bureau in an effort to secure part-time work for students after school hours, during week-ends, and vacation. In addition to these functioning personnel agencies, special physical educational classes were formed for

those students with orthopedic defects, round shoulders, incorrect standing and sitting postures, and similar deficiencies by physical education instructors who were especially interested in the health phase of physical culture.

Inasmuch as many of the faculty members did not feel qualified as counsellors, the personnel department was reorganized at the beginning of the second year. An assistant personnel director was added to the staff and both the director and the assistant gave full time to counselling, assisted by the dean of women and dean of men who devoted approximately one-half their time to the work.

The personnel staff, however, was not then large enough to properly counsel all students; and due to the fact that the dean of women and dean of men disposed of all the less serious cases of discipline, the relationship between them and the student was often strained and, consequently, their work as counsellors more or less ineffective, especially in the field of personal problems.

The work of the second year being somewhat unsatisfactory in regard to counselling, another reorganization took place at the beginning of the third year. Personnel service was divided into three major fields, namely, personal problems, vocational, and educational. All matters of discipline were transferred to the assistant dean and his disciplinary committee. The assistant personnel director, the dean of women, and dean of men handled all problems of a personal nature, and the personnel director all vocational guidance, while all instructors, who as a rule are particularly interested in the scholarship of the student, supervised the educational field.

This type of organization compelled all students in addition to their regular conferences at the personnel office, to

interview at least once each semester each of their instructors who reported on a special form to the regular personnel staff the results of the conferences. Although this system improved considerably the scholastic standing of the student-body, there was too much criss-crossing, resulting in too much confusion on the part of both students and instructors.

In September, 1937, further adjustments were made in perfecting a personnel system that has proved highly satisfactory. For each 75 to 125 students there was assigned an instructor who acts as counsellor for these students in all three fields and who remains with them for their full two years in college.

Counsellors were chosen from members of the faculty on the following basis: (1) Number of credits earned in a college or university in the fields of psychology and personnel service within the past three years; (2) Interest manifested in personnel service; (3) Willingness to work overtime when urgent cases arise; (4) Experience in personnel work or social service; and (5) Personality—one who is kind and sympathetic, who is able to secure the confidence of the student, and who can make him feel at ease in all conferences.

Since only five faculty members could qualify, it was necessary to see that the two new instructors, added to the staff through increased enrollment, were competent counsellors.

The counselling staff now consists of the personnel director and his assistant who are full-time counsellors. The dean of women and dean of men each counsel ten hours per week, and seven faculty members who are sufficiently relieved of their teaching load to enable each of them to devote six hours weekly to the work.

The average individual counselling

time given each student, in addition to group conferences, is approximately one hour each semester; however, the time varies from fifteen minutes to as much as several hours in some cases, depending upon the nature and seriousness of the problems involved. The personnel director acts as a clearing house for all difficult educational and vocational problems, and the assistant director for all personal problems of a serious nature. Although each student reports for a conference at least twice each semester, approximately 43 per cent of them have no serious maladjustments and, consequently, consume little of the counsellor's time which is thus saved for the more serious cases. On the counselling staff are two psychologists, a regularly licensed physician, and a specialist in vocational guidance. The personnel department also has access to the services of a psychiatrist.

In addition to the regular personnel staff, the department head of each pre-professional school, namely, liberal arts, law, medicine, engineering, and commerce and administration, act as special advisors for pre-professional students when problems arise that counsellors do not feel qualified to solve. Thus in the solution of a serious difficulty there is likely to be much interchange among the various counsellors, the different specialists, the personnel functioning agencies and even parents, organizations, and churches.

THE PERSONNEL ORGANIZATION

All personnel service is in charge of the personnel director. He directs and supervises the counsellors and all directors of personnel functioning agencies, including the health clinic, the speech clinic, and all special classes, such as remedial reading, health exercise, lip-reading, vocational guidance groups,

and orientation courses. He exercises supervision over the registrar's office which is in charge of an assistant.

Joining the registrar's office is his own private office in charge of a secretary. In the registrar's office is his personnel file clerk who keeps in proper order all personnel folders, since there is a personnel cumulative record file for each student. She files all reports and comments on students made by instructors and personnel functioning agencies relative to grades and to any personal data that may be of value to the counsellors. She also makes appointments with students for the counsellors and sees that the student's personnel file is in the counsellor's conference room at the proper time and is returned and properly filed when the conference is concluded. Instructors and counsellors do not have access to the files in the office of the registrar.

The other side of the registrar's office opens into the large personnel room consisting of five conference rooms and a large reception room. Counsellors are assigned regular office hours before registration. At the time of registration, the personnel file clerk who is the last to inspect the student's program arranges his first conference. He is given a card indicating the name of his counsellor, the number of the office, and the time of his first interview. The clerk keeps two duplicates of all appointments, handing one copy to the respective counsellors and retaining one for her files. She then proceeds to assemble all data of each student and to have it on the counsellor's desk in time for the latter to review it before the conference; the chief function of the first interview, however, is to foster friendly relations and to win the confidence of the student. Attendance and discipline are cared for by the assistant dean and his special committee.

COUNSELLING

Personnel service follow the student from his pre-entrance to the institution until he is graduated. The work falls into three well defined steps: (1) Pre-entrance counselling, (2) Freshman Week, and (3) regular counselling.

Pre-entrance counselling is an important phase of personnel work, since it is a means of interesting prospective high school graduates in higher education. The Herzl Junior College district includes 15 high schools which are located in the central and on the middle west side of Chicago and which graduates approximately 2500 students twice each year. The college paper reaches all the high school libraries where catalogs and other official bulletins of information are always available to the students. About six weeks before the opening of each semester an official list of the names and addresses of all prospective graduates is secured and a circular letter signed by the Dean and setting forth the educational opportunities of the College is mailed to each of them. There is also enclosed a circular of information consisting of approximately 40 of the most common questions, together with their answers, which entering freshmen usually ask about the Junior College.

Within two weeks following, arrangements are made with the high school principal for the Dean or his representative to meet the graduating class. Forty-five minutes are given to a brief lecture, distribution of catalogs, circulars and other bulletins of general information, and to answering any questions that may arise. At this time the class is given an invitation to attend "Open House" which is usually about three weeks before the close of the semester. Each high school is given a number of tickets which, when signed by the principal or sponsor, admits the student.

"Open House" begins at 7 o'clock in the evening with a play which is given by the little theatre group of the College and which lasts until about 8:30 o'clock. At this time each student receives a special edition of the college paper containing rotogravure pictures of outstanding work and detailed information in general, particularly regarding registration. The candidates for registration are then conducted by student committees about the building where each department has its own exhibits and demonstrations, and a staff of instructors and students to answer questions. Even the office of the registrar and that of the personnel director, as well as the library, laboratories and museums are represented.

The fine arts, the biological sciences, the physical sciences and the humanities each have movies illustrating the work of their respective fields, while the clinics and all special classes are demonstrating their work. The student may visit one or more of these departments until 11:30 o'clock, or he may prefer to spend some of his time at the dance given in honor of the freshmen in the Men's Gymnasium from 9:30 to 11:30 where he becomes acquainted with more instructors and more students.

FRESHMAN WEEK

Since all college students were registered at the close of the preceding semester, practically the entire first week is given over to freshman activities. At 8:30 o'clock on Monday, all freshmen meet in the auditorium for an address of welcome. At the close of this session the personnel director gives each student a mimeographed copy of the week's schedule including details of registration, time and place of group conferences, tests, and social functions.

At 9:30 students are broken down

into groups of 50 to 75 and sent to a particular room in charge of one or more instructors for information of a general nature, such as general rules and regulations of the college, explanation of curriculum, student load, required subjects, and part-time program; in fact, any questions which may come to the mind of the student are discussed. They are told that if they have not definitely decided upon a field of specialization to enroll in the regular courses of the general curriculum and also in a vocational class.

At 10:30 students are grouped again, but this time according to their fields of interest, such as law, medicine, pharmacy, dentistry, engineering, secretarial training, music, and social service—to a total of 21 different fields. Here each group is told the good and bad features of his particular field, just what opportunities await him there, and what courses he should take in junior college, and what higher institution of learning will best fit him for this chosen field.

TESTING PROGRAM

At one o'clock the testing program begins. In order to care for individual differences exemption tests are given in the comprehensive fields of English, the biological sciences and the physical sciences. These tests are optional, but only superior students are urged to attempt them. If passed successfully the student is given college credit for the course and permitted to take advanced work. At three o'clock the Men's and Co-Eds' Clubs give a tea and dance in honor of the freshmen.

The two following days, that is, Tuesday and Wednesday, are taken up with various types of testing. All exemption tests and mental tests are given first and the papers immediately rushed to the

department of examinations where a staff of 20 to 25 clerks consisting of normal school seniors and University of Chicago graduate students grade them, arrange alphabetical lists of the names and grades of the students by departments, mimeograph them, and have a copy in the hands of each faculty member in time to begin registration proper on Thursday and Friday.

Tests used include the Purdue English Test, the Iowa Reading Test, Bell Adjustment Inventory, the Wrenn Study Habits Inventory, and for some students the Strong Vocational Interest Test.

During the entire week the director of the health clinic is giving physical examinations to all boys and is assisted by a lady physician temporarily employed to examine the girls. But after all physical examinations are completed, the regular physician has charge of both boys and girls.

When counselling proper begins, usually the second week, each student has in his personnel file the following items for the counsellors:

1. Transcript of high school record, together with any personal data the principal may have sent
2. Mental rating
3. Reading ability
4. Personnel data questionnaire
5. Physical examination record
6. Bell Adjustment Inventory score
7. Wrenn Study Habit Inventory score
8. English Composition scores
9. Exemption test scores (if student took it)
10. Placement test scores (if student took it)

All freshmen are counselled first followed by those upper classmen who are on probation or who may have been handicapped by some personal problem the previous semester. The purpose is to learn as soon as possible what students are really in need of help. After

the first conference the counsellor makes his own appointments.

Once each week the personnel director meets with the counsellors to pool data, to see what they have accomplished, to instruct them further in the technique and procedure of counselling, and to aid in solving any baffling problems that may have confronted them during the previous week.

In the meantime other personnel agencies have begun to function. Special health classes remedial in nature have been organized in physical education, remedial reading classes, classes for the partially deaf, and classes for speech defectives. The health clinic and students' cooperative book exchange are functioning, the students' activity program has been worked out with 30 or 35 clubs and organizations cooperating, the N.Y.A. assignments have been made, and the employment bureau is looking for odd jobs for the more needy students.

ORIENTATION COURSES

Orientation courses also have a part in the program of personnel service at Herzl Junior College. All entering freshmen must enroll for this course one period per week for one semester without credit. The content of the course is based upon problems which arise out of Herzl Junior College situations, and which are generally common to all entering freshmen. There are problems which are more or less common to all junior colleges and should constitute part of any orientation course. Such topics as relation of student and faculty, student attitudes, conduct, and habits of study all find their places on the orientation program, but the immediate aim of the orientation program is to orient the student in relation to problems arising out of his own college situations.

For example, at Herzl where survey courses now enroll 300 to 400 in a class

and where instructor lectures for 55 minutes uninterrupted by questions from members of the class, the first meeting of the orientation course is to teach students how to follow the lecturer, how to take notes, and how to organize them for effective reviews. Again the set up of the curriculum demands that a student know at once the library intimately in order to prepare assignments based upon scattered materials, consequently this information is presented at the second meeting. Such topics as the value of counselling service, of reading ability, of health, of a well developed personality, and of general education all must be included on the orientation program, if the student is to fit into the Herzl plan of education. Since the average student cannot pass the comprehensive examinations, consisting of 15 hours of written work covering many different fields of subject matter, unless he knows how to prepare for them, the last topic in the orientation course naturally is "How to Review for the Comprehensives."

In order to construct a vital and worthwhile orientation course, one must include the baffling school problems and difficult situations which, in his judgment, constitute stumbling blocks to the student body in general. Orientation courses as an adjunct to personnel service must be based upon problems which are common to all students and which grow out of the very nature and organization of the institution.

All these things are termed personnel work. Whether by group or by individual, any type of service that brings out the very best there is in a student, that aids in curbing his undesirable traits and in developing all his worthy potentialities to their maximum capacity that he may be able to make the most effective adjustments to all of life's situations comes under the head of personnel service at Herzl Junior College.

PADUCAH'S PLANS

Paducah Junior College this year entered the second quarter of a four-year transformation that will re-vamp its entire curriculum. At the end of the four-year metamorphosis, Paducah's Junior College's curriculum will be divided into the four general divisions wherein are found courses forming background for the study of any vocation, namely: the biological sciences, the social sciences, the physical sciences, and the humanities. When this stage is reached the Paducah Junior College student will be able to map his initial two-year course to fit the requirements for study of any profession he wishes to enter.

Last year Paducah's Junior College's biological sciences were oriented and co-ordinated to fit such a program. This year and for the next two to come, other departments will be adapted, designed to give a complete foundation for future work in any related specialized field.

Inasmuch as Paducah Junior College is one of only two municipally operated junior colleges in the state—the other is in Ashland—it has been looked on as a sort of nucleus for the establishment of a state-wide system of such publicly owned schools. For this reason the University of Kentucky has taken Paducah Junior College under its wing, and Dean P. P. Boyd, head of its college of arts and sciences, is aiding it in every way possible. Some day it is hoped the state may be fairly well blanketed with public junior colleges, working in connection with the high schools.—From the Paducah (Kentucky) *Sun-Democrat*.

MESA'S NEW BUILDING

Mesa Junior College, Colorado, began construction of a new college building in November. It is expected to be ready for occupancy next September.

Physical Education in California

KENNETH D. MILLER *

THIS study was caused by a preliminary personal survey of several of the public junior colleges in northern California. Short interviews with both administrators and physical education men, coupled with personal experience as a junior college student, led to the question of whether or not the state wide system of junior colleges has carried with it any definite physical education program. Assuredly there seems to exist a lack of uniformity other than in competitive athletics. Some institutions attempt to present a program parallel to the lower division work of various colleges and universities. Others have programs that differ little from those of the local high schools, and many appear to have no program at all.

It is primarily for the purpose of clarifying the physical education situation in the California public junior colleges that this work is presented. What other institutions are doing has been organized with the hope that the physical education directors throughout the state will be able to use these data in their particular situations.

In this study no attempt is made to list the facilities and programs of the various junior colleges in the light of their adequacy. There was no available precedent authority for such conclusions, nor was such an end the purpose. The effort is to present the status of physical education, as it exists in the institutions reporting, with a few suggestions and recommendations which, it

is hoped, may stimulate further research.

A questionnaire was sent to the head of the physical education department of each public junior college in the state. Of the 38 institutions (junior college divisions of the state colleges were omitted), returns were received from 29 representing a wide variety of geographical locations, sizes, types, and facilities.

MAJOR FACILITIES

The favorable climatic conditions of the state provide for continual out-of-door activity throughout the year, and outside playing areas are widely used. The junior colleges represented in this report average more than two turfed football fields each, a baseball diamond each, over two asphalt tennis courts and two concrete surfaced tennis courts each. All have the use of a 440-yard clay track, and the institutions with handball courts predominate in outdoor areas.

Only eleven of the junior colleges in this survey list swimming pools. Swimming pools are common in most central and southern California communities, and the institutions located on the coast have access to miles of ocean beaches, where good swimming conditions are available most of the year. Nine of the eleven pools reported are out-of-doors.

Apparatus for gymnastic work is lacking entirely at seven institutions, while three others report very little large apparatus. This may be partially accounted for by the evident preference of Californians to take their physical education under the open sky. All of this out-of-door activity notwithstanding, gym-

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nasiums are present in every institution but one.

PHYSICAL EDUCATION COURSES

Physical education service courses are presented in three major forms—unrestricted activity, fundamentals of various activities, and advanced techniques of various sports and activities. Fourteen junior colleges offer all three forms of courses, ten present two types, and three have only one form of class organization.

A high percentage of students are enrolled in these courses. Ninety-four per cent, both of the men and of the women, in the institutions reporting, take some form of physical education activity.

A program for students planning on continuing with physical education as a major subject at the University is not found in the California public junior colleges. Many of the institutions offer subjects in this field, but there is a complete lack of standardization. As the physical education field grows, it becomes increasingly necessary for a criterion of preliminary work to be set up. The logical leader in this type of movement would appear to be the Physical Education Department of the University of California.

Nineteen junior colleges include one or more major courses in physical education, with four or more courses offered by nine institutions.

INTERCOLLEGiate ATHLETICS

As with the universities and four year colleges, a great emphasis is placed on 'varsity teams. In the junior colleges, however, this does not appear to detract from other forms of physical education. The major fault, if it can rightly be called such, is the stress placed upon the "major" sports. Doubtless finances, public opinion, and various other factors

beyond the scope of this survey enter into the total picture.

Sixteen different sports are played in interscholastic competition, with an average of 5.3 forms entered by each institution. From the reports of 27 colleges, an average of 38 per cent of the men students participate. This indicates that the emphasis of the major sports notwithstanding, a desirable situation has resulted.

The trend of intercollegiate athletics for women is indicated by the playdays sponsored by the Southern California Junior College Women's Athletic Federation. These meets draw as many as 125 young women from each school to participate in basketball, softball, hockey, tennis, archery, swimming, badminton and volleyball.

Intercollegiate athletic competition is regulated by three main conferences—the Northern California Junior College Conference, which is divided into a "Class A" and a "Class B" division; the Central California Junior College Conference; and the Southern California Junior College Athletic Association, which has four geographical divisions.

INTRAMURAL ATHLETICS

Intramural athletics are popular and are quite extensive in scope. The men of 25 institutions participate in 24 different sports, with an average of 6.4 different sports per college. Basketball is present in every program, with tennis, softball, touch football, and volleyball included in most men's programs.

The women of 22 junior colleges play twelve different sports, with an average of 3.3 different forms of activity per institution. Basketball, as with the men, is the sport most widely found. Tennis, softball, volleyball and hockey follow in popularity.

A high interest in intramural sports is

indicated by the student participation. Forty-eight per cent of the men, and 43 per cent of the coeds enter some form of sports. Four of the colleges report 84 per cent of their men students as taking part in intramural sports and seven institutions list more than 50 per cent of their women students as being so engaged.

HEALTH

Twenty-three of the reporting institutions give physical examinations at entrance to all new men students, while 19 offer the same service to all new women. The follow-up, however, appears to be slight with only eight junior colleges presenting corrective classes for men, and nine giving such classes for women. Varsity athletes are examined before being allowed to compete at all but five institutions, and ten require the same check-up for all intramural athletes. Medical service is provided at regular intervals by only ten junior colleges. Sixteen report the attendance of a nurse daily.

Hygiene, or health education, courses are presented, as required by the State Board of Education for fulfillment of Associate of Arts requirements, by 18 institutions. In all cases but two, these courses are given by the physical education staff. Much variety in subject matter and course organization is found. Some institutions offer a year course, some a semester course, and some present the subject as concomitant material in the regular gymnasium courses.

STAFF INFORMATION

Working hours of staff members range from 20 to 46 hours per week, with an average of 34.5 hours reported by instructors in 19 institutions.

The average maximum salary for men teachers in 27 departments is \$2,731 and

the average minimum salary in 22 men's departments is \$2,077. The range is from \$1,450 to \$3,800.

In the women's departments the range is from \$1,400 to \$3,800, with an average for 23 maximum department salaries at \$2,405 and an average of 13 minimum department salaries at \$2,004.

EXTENSION COURSES

Modesto Junior College, California, is offering the most comprehensive program of evening courses for adults that has ever been scheduled by the College. Since the California state school budget supports the adult education programs, the only cost to those enrolling is an enrollment fee of \$1.00 for office services, with the exception of gymnasium or shop costs in certain classes. Each course is designed for at least 12 evenings. A total of 28 courses of this type are offered this year, as follows: Farm bureau chorus, civic chorus, practical psychology, weaving, dressmaking and knitting, child care, household employment, public speaking, radio broadcasting, creative writing, elementary English, bank organization and operation, typing, accounting and office machines, distributive mercantile classes (in nine or ten special sections), shorthand, vocation agriculture, welding, carpentry and mill cabinet work, aeronautics shop, aeronautics ground school, automobile repairing, women's physical education, safety and first aid, badminton, men's basketball, wrestling, and skiing. The inauguration of a series of lectures by guest speakers on subjects of popular interest is planned for December. Arrangements have been made to secure ten or twelve well known speakers in public affairs, education, science, music, art, and literature.

The Junior College World

HOME ECONOMICS STUDY

At the annual meeting of the University and College section of the American Home Economics Association last summer it was agreed that the most pressing problem facing this group was the place of home economics in the junior college. Miss Ivol Spafford, Assistant to the Director of the General College of the University of Minnesota, has been appointed chairman of a committee to begin such a study. Tentative plans of the committee call for four types of activity: (1) to study the home economics offerings—general, vocational, and pre-professional—in a representative group of junior colleges; (2) to analyze the home economics offerings in the light of the objectives of the institution; (3) to project proposals as to what home economics has to offer institutions with various types of purposes; and (4) to find the obstacles which prevent the most effective use of home economics in various types of junior colleges.

CONDITIONS IN IOWA

Total enrollment in 27 public junior colleges in Iowa is 2097 the first semester of the current year as compared with 1833 last year, an increase of 14 per cent according to a tabular summary prepared by Russell E. Jonas, supervisor of public junior colleges in the State Department of Public Instruction. Increased enrollments are found in 20 of the institutions. Of the current enrollment, 1374 are freshmen, 723 are sophomores. The local districts furnish 68 per cent of the attendance, while 32 per cent are from outside points. The maximum enrollment is 228 at Burlington Junior

College. The average enrollment is 78 as compared with 67 last year. The total number of instructors is 212, men slightly predominating with 112. New instructors constitute 23 per cent of the total group. The average number of semester hours offered varies from 82 to 181 with an average of 112. Annual tuition averages \$95 per year, varying from \$54 to \$120.

GREEK THEATER

In an ideal outdoor setting the San Bernardino Valley Junior College has a genuine Greek Theater for community and student functions during the spring and summer months. In architectural harmony with the other buildings on the campus, the College has also a beautiful auditorium which is designed for regular student activities and for the adult education program. Each year during the summer months a series of symphony concerts is presented in the Greek Theater. The Works Progress Administration symphony orchestra, under the leadership of James K. Guthrie, presents weekly a concert with a guest artist. The Greek Theater is 240 feet in length; it covers about 3600 square feet, and has a seating capacity of 2200. The auditorium is a beautiful example of a modern adaptation of the architecture of the south of Spain as it was used in the American colonies by the Conquistadores. The general rectangular contour of the exterior of the building is broken by a recessed entry porch in front and by an arched gallery along the south side which leads up to the most striking feature of the building, the clock tower or giralda. The decoration of the building is in the same style as the

architecture. The beautiful ceilings of foyer and auditorium were taken directly from early Spanish designs found in the rare books of decorative art by Racinet, a set of which the college library owns. The colors were applied to the wooden beams and then subdued by application of a glaze.

KEMPER INDUSTRIAL TOUR

The annual industrial tour of Kansas City by students in the economics and business classes, supervised by Capt. Briggs and Lieut. Darby, was made on November 15. Approximately seventy cadets made the trip in chartered buses. A varied group of business concerns was visited by the cadets during the tour. The first point of inspection was the Commerce Trust Co. The intricate function of the bank, including the trust department, the banks' own clearing house, and the huge vault with its thousands of safety deposit boxes were visited. The next high point of interest was the stock exchange. Here quotations are continuously received from 300 stocks on the New York Stock Exchange, as are many foreign and domestic commodities. At the next stop, the Kansas City Grain Exchange, the students learned of the practice of "hedging." Also explained was the buying and selling carried on in the "pit" and what erects diplomatic crises have on the prices of various products. The accurate method of grading grain was seen in the same building. After lunch the group visited the Swift Packing Co. and the Williams Meat Co. where Kemper buys its meat and dairy products. In the packing house the students watched the slaughtering of animals and the preparations of the carcasses for sale. The remainder of the afternoon was spent inspecting the distributing plant of the Skelly Oil Co. where intricate calculating

and accounting machines revealed the complexities of modern business.—*Kemper News*.

ENROLLMENT RECORD

A total record enrollment of more than 275 marks the opening of the first college year in the new home of the DuBois Undergraduate Center, Pennsylvania, according to a final compilation of the registration figures issued by the college authorities. This is nearly double the enrollment at the Center during the last college year and quadruple that of the first class registered for the year 1935-36. Both the freshman and the sophomore classes are the largest ever handled at the Center. An analysis of this year's student body reveals that the members have come to the DuBois Center from 65 different institutions representing all sections of Pennsylvania as well as five other states and Canada. The most far-distant registrant comes from Salt Lake City, Utah, while others come from New York, New Jersey, Ohio, Michigan, and Ontario.

DEAN HATCHER HONORED

Dean Hatcher of Gulf Park Junior College, Mississippi, has been honored by being appointed Mississippi State President of the National League of American Pen Women. Dean Hatcher is a Charter member of the local Gulfport chapter, and was its first president. To be eligible for membership in this League, a person must market her writing in recognized magazines and newspapers. Dean Hatcher has also been awarded the loving cup in the Annual Mississippi State Literary Contests, in the field of one act play writing for her "Lonely Buriel," and second place in the same contest for her poem, "Woman's World."

BRADFORD BUILDING PROGRAM

After several years of planning, Bradford Junior College, Massachusetts, has adopted a definite building program calling for the completion of two major buildings by September 1939. One of these will be a classroom and administration building, the other an auditorium and art department building. Several years ago alumnae and friends raised a building and endowment fund of approximately \$250,000 to which substantial additions have since been made from various sources. Ames and Dodge of Boston are architects for the new buildings which will be placed in front of the present main building, and at right angles to it.

DR. CYR AT NEW MEXICO

Dr. Frank Cyr, professor of Education, Columbia University has concluded two days' visit at the Eastern New Mexico Junior College where he was consulted by the administration and general faculty in regard to the development of the college curriculum. Professor Cyr favors the sociological approach to curricula, that is the development of a curriculum with particular regard and concern for the needs of the area served.

GROWTH AT PLACER

Unusual growth has occurred at Placer Junior College, California, under the leadership of John H. Napier, Jr., who has been Director of the institution since it was organized in 1936. From an initial enrollment of 80 it has grown this year to one of 287. One unit of a building program for a separate junior college plant on its own campus has been completed, and two more units are under construction and will be completed by March. The Board of Education has stressed from the first a program of completion and technical courses and much

progress has been made along this line in one of the smaller California communities.

BUILDING RECONDITIONED

Tennessee Wesleyan College is enjoying the benefits of a complete re-conditioning which was given during the summer to the building known as Old College Hall. This building, now 75 years old, was for many years the only building on the campus. Its structure was so sound and its architecture so perfect that the college authorities decided to plan a re-conditioning program that would provide an additional three score and ten years of service for the building. A fund of \$10,000 was raised from alumni and friends and the re-conditioning was carried through during the summer months to the satisfaction of all. The beauty and simplicity of the old building were preserved at the same time that a practically new interior was achieved.

VERMONT'S NEW HEAD

Dr. John H. Kingsley is the new and vigorous president of Vermont Junior College. The following extracts are taken from a special initial message to the students of that institution:

Yesterday I heard an expression, new to me, although it may be familiar to Vermont; "Hats off to the past, coats off to the future...." In the college we shall strive to serve adequately the needs of youth who plan to continue their scholastic careers in other institutions of higher learning. The faculty must be familiar with the demands of the best universities and must be capable of meeting their standards. Students of merit from Vermont Junior College will be welcomed by the best schools in the land. But we shall recognize our responsibility to that larger body of youth, who because of interests, financial handicaps, mental ability, etc., will never undertake the traditional college program. They must

be prepared for life, rather than for college. In their hands, because of their numbers, rests the future of our country. To them must go a larger portion of our attention. To meet their needs there will be a continuous expansion of terminal courses with definite vocational values. It will be our aim to prepare men and women to do better the things they would probably do anyway; to fit Vermont citizens to improve and profit by the Vermont environment.

NEW HEAD AT PACKER

The trustees and the Associate Alumnae of Packer Collegiate Institute, Brooklyn, honored Dr. and Mrs. Paul David Shafer at a reception November 28. Dr. Shafer recently became principal of the Packer. Dr. Shafer resigned as headmaster at the Milford School for Boys in Connecticut to accept the unanimous invitation of the Packer's trustees to become the school's fifth principal in its 85-year history. He holds a Doctor's degree from the Graduate School of Education of Yale University. Dr. Shafer became principal of the Packer at the retirement of Dr. John H. Denbigh last June.

STEPHENS COLLEGE BROADCASTS

Columbia Broadcasting System featured Stephens College on the program R.F.D. Number I, every afternoon of the week of November 7. R.F.D. Number I, whose purpose is to represent women in the news, is carried by about sixty Columbia stations. Miss Irene Beasley, who directs and produces the program, had received so many letters inquiring about Stephens' unique plans that she decided to devote an entire week of five programs to putting Stephens in the news. On the first program a member of the faculty was interviewed on "Why Stephens College?" and on its development. Students as well as faculty

members were interviewed during the week. The purpose and activities of the Burrall Class were explained on the last program.

MEDICAL AND DENTAL SECRETARY

William Woods College, Missouri, announces the establishment of a terminal curriculum designed to prepare young women for the position of "Medical and Dental Secretary." The curriculum is designed to prepare the student to be a secretary and technical assistant in the office of a physician or dentist. Provision is made for instruction in secretarial practice and for preparation in laboratory techniques and skills. An introduction to the basic sciences is included, along with specialized courses, taught by practicing doctors and dentists, dealing with pertinent terminology and the use and care of instruments and materials.

WESTBROOK BUILDING PLANS

The Board of Trustees of Westbrook Junior College, Maine, has appointed a committee to make plans for new buildings. Preliminary plans call for an administration building and a dormitory. The enrollment has increased from 27 students in 1933 to 270 this year and a considerable number had to be refused entrance this autumn.

WILLIAMSPORT-DICKINSON LECTURERS

Distinguished guests on the lecture and concert series of Williamsport-Dickinson Junior College, Pennsylvania, this year include Eugene Lyons, press correspondent and author who spoke on "What's Going on in Russia?"; Major J. R. C. MacNamara of London, Member of Parliament and author of *The Whistle Blows* published last month, who will lecture on "British Foreign Policy"; and Roger Allbright, New York City, as-

sistant to the Director of Community Service of the Motion Picture Producers and Distributors Association. Mr. Albright who appeared in the Dickinson auditorium December 5, discussed "Moving Pictures—More Than Entertainment."

PAINTING OF DR. DENBIGH

A oil painting of Dr. John H. Denbigh, for the past twenty years the administrative head of Packer Collegiate Institute, Brooklyn, has been presented to the institution by members of the classes of 1937 and 1938. Dr. Denbigh retired June 1938. The painting, executed by Wallace Grasty, hangs in the office with the oil paintings of his three predecessors, Dr. Edward J. Goodwin, 1908-18; Dr. Truman J. Backus, 1883-1908; and Dr. Alonzo Crittenden, 1853-83. An oil painting of Mrs. Packer, the founder, hangs in the front hall. The school has thrived since Mrs. Packer originally endowed it in 1853 with a gift of \$65,000 as a memorial to her husband, William S. Packer. He had been a trustee of the Brooklyn Female Academy which was destroyed by fire in 1852 after surviving for seven years. The Academy was built by public subscription in response to the cry of 100 years ago for higher education for women.

HEADS PACIFIC REGISTRARS

Marking the first time a junior college administrator has been so honored, John A. Anderson, dean of records, of Pasadena Junior College, California, was recently elected president of the Pacific Coast Association of Collegiate Registrars.

LEES-MCRAE CAMPAIGN

To meet its growing needs, Lees-McRae College, North Carolina, has worked out a comprehensive program of develop-

ment designed to place the College in a position to render greater service. At present Lees-McRae College has three fireproof native stone buildings, in which to do its work. It has two dilapidated wooden dormitories for boys, which are not only cold in winter, but unsafe for occupancy. These must be replaced with permanent stone buildings. The wood-working and metal shops and the dairy barn and canning plant are temporary make-shifts. New buildings, adequately equipped, are a necessity. The program of development calls for the following:

Cottages to house 200 boys	\$150,000
Administration building	100,000
Library	25,000
Gymnasium and athletic field	25,000
Science plant and equipment	25,000
Faculty homes	15,000
Dairy barn and cold storage	10,000
Endowment	400,000
Total	\$750,000

To obtain the \$750,000 necessary to carry out these plans, Lees-McRae College is launching a great fund-raising program. The plans now being launched are a part of the comprehensive program of development in which the Edgar Tufts Memorial Association, which controls the College, seeks to raise \$1,500,000 for its four-fold work in the mountains: teaching, training, healing and sheltering.

NEW MEXICO'S DELEGATION

Thirty-eight Eastern New Mexico Junior College students represented the Institution at the Southern Baptist Student Union convention held at Memphis, Tennessee, October 27-31. The junior college students and other New Mexico students travelled the greatest distance of any present at the convention. Three thousand students representing almost every college in 17 states were present at this great quadrennial Convention. The junior college students travelled in a Greyhound bus.

Reports and Discussion

DIRECTORY OF SOCIETIES

For the past four years the January issue of the *Junior College Journal* has contained a directory of national junior college honor societies and social fraternities and sororities. This feature has proved to be of sufficient value to warrant revision of it annually for publication in the directory number of the *Journal*.

Replies were received to requests for information from some responsible officer of each of the organizations listed below except Theta Tau Epsilon. The information for this organization is repeated from last year's directory.

Below will be found pertinent information concerning eight national honor societies and six national social organizations, the arrangement in each group being alphabetical.

HONORARY SOCIETIES

Alpha Mu Gamma

Foreign Language Honorary Society
Organized—1931; international, 1934
Existing chapters—thirteen

President—Fernand Cattelain, Arizona State Teachers College, Tempe, Arizona

Corresponding secretary—Miss Irma Wilson, Arizona State Teachers College, Tempe, Arizona

Executive Secretary—Miss Stella Lovering, Los Angeles City College, Los Angeles, California

Publication—*Alpha Mu Gamma Scroll*, issued semi-annually; director, Miss Lovering.

Inquiries should be addressed to the corresponding secretary

Alpha Pi Epsilon

Honorary Secretarial Society
Organized—1933
Existing chapters—nine
President—Miss Elsie Pille, Los Angeles City College, Los Angeles, California
Secretary—Miss Helen McKelvey, Los Angeles City College, Los Angeles, California
Publication—*Alpha Pi Epsilon Notes*, published annually
Inquiries should be addressed to Miss Florence Manning, 752 North Heliotrope Drive, Los Angeles, California

Beta Phi Gamma

Journalistic Honorary Fraternity, affiliated with Alpha Phi Gamma, national senior college journalism fraternity
Organized—1933
Existing chapters—fourteen
Vice-President—Miss Gladys L. Snyder, Pasadena Junior College, Pasadena, California
Executive Secretary—Mrs. Glenn B. Merryfield, San Bernardino Valley Junior College, San Bernardino, Calif.
Publication—*The Mouthpiece; Black and White*, official publication of both junior and senior college fraternities
Inquiries should be addressed to the executive secretary

Delta Psi Omega

Honorary Dramatic Fraternity
Organized—1927
Existing chapters—one hundred twenty
President—Irene Childrey Hoch, Modesto Junior College, California
Secretary—Paul F. Opp, Box 347, Fairmont, West Virginia

Publication—*The Playbill of Delta Psi Omega*, published annually (autumn); editor, Paul F. Opp

Inquiries should be addressed to the secretary

Phi Rho Pi

Forensic Honorary Society, affiliated with Tau Kappa Alpha, national senior college forensic society.

Organized—April 1928

Existing chapters—sixty-five

President—Raymond P. Kroggel, State Board of Education, Jefferson City, Missouri

Secretary—Sylvia D. (Mrs. C. E.) Mariner, The Town House, 19th and F Streets, Washington, D.C.

Publication—*Phi Rho Pi Persuader*, published monthly; editor, P. Melville Larson, Hutchinson Junior College, Hutchinson, Kansas; *The Speaker*; official publication of both junior and senior societies

Inquiries should be addressed to the secretary

Phi Sigma Alpha

Phi Sigma Alpha, national social science honorary fraternity, has affiliated with Zeta Sigma Pi, national senior college honorary social science fraternity, and has taken the name of the latter. See information below.

Phi Theta Kappa

General Scholastic Honorary Society
Organized—1918; officially approved by the American Association of Junior Colleges, 1929

Existing chapters—seventy-four

President—Dee Wyatt, St. Joseph Junior College, St. Joseph, Missouri

Secretary—Mrs. Margaret Mosal, Canton, Mississippi

Publication—*The Golden Key of Phi Theta Kappa*, published quarterly; editor, Tom Yoe, 1100 Indiana Street, Lawrence, Kansas

Inquiries should be addressed to the secretary

Rho Delta Epsilon

Political Science Honorary Society

Organized—1931

Existing chapters—four active; one alumni

President—David Fairbrother, 205 E. Fairview Boulevard, Inglewood, California

Secretary—Miss Jane Knox, 1114 N. Madison, Los Angeles, California

Inquiries should be addressed to the secretary

Zeta Sigma Pi

Social Science Honorary Fraternity, junior and senior colleges

Organized—1935

Existing chapters—eighteen, of which five are in junior colleges (formerly chapters of Phi Sigma Alpha)

Honorary President—J. Edgar Hoover, Federal Bureau of Investigation, Washington, D.C.

Executive Secretary—R. D. MacNitt, Wilmington College, Wilmington, Ohio

Junior college trustee—L. E. Roberts, West Georgia State College, Genoa, Georgia

Inquiries should be addressed to the executive secretary

SOCIAL ORGANIZATIONS

National Junior College Panhellenic

A federation of the six national social fraternities and sororities in the junior college field.

Organized—September 1914

Executive Chairman—Miss Dorothy Knappenberger, 1329 S. Newport Avenue, Tulsa, Oklahoma

Secretary-Treasurer—Miss Helen Froelich, National Park College, Forest Glen, Maryland

Six standing committees, with chairmen as follows:

Eligibility and Nationalization—Miss Esther McBride, 2462 Orchard Street, Chicago, Illinois

Scholarship Standards Survey—Mrs. Anthony E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Illinois

College Panhellenic—Mrs. Albert R. Wesson, 1024 Breedlove Avenue, Memphis, Tennessee

Publicity—Miss Dorothy Knappenberger, 1329 South Newport Avenue, Tulsa, Oklahoma

Social Conditions on Campus—Miss Helen Froelich, National Park College, Forest Glen, Maryland

Alumni Relations—Edward R. McGuire, 8213 South Michigan Avenue, Chicago, Illinois

Publications—*The Panhellenic Bulletin*, and *Sorority-Fraternity Directory*, each published annually

Inquiries should be addressed to the executive chairman

Eta Upsilon Gamma

Organized—November 1901

Existing chapters—ten active; ten alumnae

President—Miss Esther Louise McBride, 2462 Orchard St., Chicago, Illinois

Secretary—Mrs. Will K. Norton, 440 College Street, Shreveport, Louisiana

Publications—*The Adamas*, published annually; editor, Mrs. Sim B. Comfort, 7208 Zephyr Place, Maplewood, Missouri; *Information Sheet*, published annually for the benefit of pledges, members, and friends of the organization; editor, Miss McBride

Inquiries should be addressed to the president

Kappa Delta Phi

Organized—1921

Existing chapters—three active; six inactive

President—Mrs. Benjamin E. Jacoby, 2038 Cornell Road, Cleveland, Ohio

Secretary—Mrs. W. T. Butler, 1619 Princeton Road, Richmond, Virginia

Publications—*The Torch*, published annually; *The Eagle's Wings*, published semi-annually; editor, Miss Rosella Walter, 259 S. Washington St., Tiffin, Ohio

Inquiries should be addressed to the president

Phi Sigma Nu

Organized—February 1927

Existing chapters—three active; one alumni

President—Edward R. McGuire, 8213 South Michigan Avenue, Chicago, Illinois

Secretary—B. Nisle Meyer, 150 Pacific Avenue, Jersey City, New Jersey

Publication—*The Phi Sigma Nu*, issued semi-annually; co-editors, Sherman Keely, Jr., 1052 North Harding Avenue, Chicago, Illinois, and Robert Kinn, Jr., 3329 North Paulina Street, Chicago, Illinois

Inquiries should be addressed to the president

Sigma Iota Chi

Organized—1903

Existing chapters—twenty-three active; twelve alumnae

President—Mrs. Anthony E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Secretary—Mrs. William Hairrell, Box 345, Athens, Tennessee

Publications—*The Parchment*, published quarterly; editor, Mrs. John W. Foster, Jr., 156 Main St., Keyport, New Jersey; *The Scroll*, published five times a year; editor, Mrs. Hairrell

Inquiries should be addressed to the president

Theta Tau Epsilon

Organized—1921

Existing chapters—four active; three alumnae

President—Miss Birdie L. McMillen, 1024 Breedlove Avenue, Memphis, Tennessee

Secretary—Miss Alberta Meyer, 6037 Kingsbury St., St. Louis, Missouri

Publication—*The Kite*, published annually; editor, Miss Meyer

Inquiries should be addressed to the president

(Information taken from 1938 Directory)

Zeta Mu Epsilon

Organized—1921

Existing chapters—four active, two alumnae

President—Mrs. Wm. H. Randall, 202 S. Pendleton Avenue, Independence, Missouri

Secretary—Mrs. T. T. MacLiver, 738 W. Baca Street, Trinidad, Colorado

Publications—*The Evergreen*, a magazine issued annually, and the *Zeta Mule*, an alumnae newsletter, issued irregularly; editor, Mrs. Wynthrop Orr, 235 E. Superior Street, Chicago, Illinois

Inquiries may be addressed either to the president or to the secretary

MIDDLE STATES ASSOCIATION

A symposium on "Increasing the Effectiveness of the Junior College," led by Dr. R. J. Trevorrow of Centenary Junior College, was the principal feature of the annual meeting of the Junior College Council of the Middle States held at Atlantic City, November 26. Dr. Trevorrow presented a brief summary of answers to the question "What one thing are you doing this year on your junior college campus which gives you the most pride and satisfaction?" a widely representa-

tive group of institutions—Virginia Intermont, Grand Rapids, Colby, Ward-Belmont, San Bernardino Valley, Gulf Park, Tennessee Wesleyan, Stephens, and Lasell. (This paper will be published in a later issue of the *Journal*.) This paper was followed by a series of personal answers to the same question by representatives of several junior colleges in the Middle States group, including Scranton-Keystone, Morris County, Cazenovia, Ogontz, Fairmont, and St. Mary's Seminary.

The program was opened by a thoughtful paper on "Qualifications of the Junior College Instructor," by Pres. John W. Long of Williamsport-Dickinson Junior College. Dr. W. C. Eells, of Washington, spoke on the work of the executive secretary of the American Association of Junior Colleges. Brief statements were made by Dr. A. J. Brumbaugh of the University of Chicago, Miss Julia Coburn of New York, and a representative of the N. W. Ayer Co.

The officers and members of the executive committee were reelected for another year. President, Byron S. Hollinshead, Scranton-Keystone Junior College, Pennsylvania; secretary, Charles L. Maurer, College of South Jersey, New Jersey.

WASHINGTON ASSOCIATION

The Washington Junior College Association held its annual meeting at the Hotel Winthrop in Tacoma on November 26. From many points of view this was the most successful of any meeting of the Association. Ten junior colleges were represented by some fifty delegates. The outstanding action of the Association was the approval of the proposal to enlarge the area so that instead of merely covering the state of Washington, the new Association, to be known as the Northwest Association of Junior Col-

leges, will include junior colleges and institutions offering the first two years of college work in the states of Oregon, Washington, Idaho, Montana, Utah, and British Columbia.

Officers for the enlarged association were elected as follows: president, Dr. George A. Odgers, Dean of Multnomah College, Portland, Oregon; vice-president, Miss Elizabeth Prior, Principal of Yakima Valley Junior College, Yakima, Washington; secretary-treasurer, Miss Gertrude Farris, Dean of St. Helen's Hall Junior College, Portland, Oregon.

The enlarged association will hold a meeting next April at the time of the Inland Empire meeting. Some 22 junior colleges will participate in the new association.

The greatest issue facing the junior colleges of Washington is the matter of securing appropriate legislation to legalize their status and bring them within the publicly supported system of state education. As mentioned in the *Junior College Journal* for February 1938 (page 272) a state wide survey has been conducted by the State Planning Council and their report has been presented to the governor. Among the recommendations is one that suggested that five of the quasi-public junior colleges be selected for state aid and receive an appropriation of \$25 per student year for academic training and \$50 per student year for vocational training. In addition the high schools in certain selected areas are to receive aid for carrying out an extended program through the thirteenth and fourteenth years. Mrs. E. L. Breckner, Director of Research of the Planning Council, outlined the work of the Council and problems motivating the setting up of the recommendations. The Washington junior colleges are uniting in a study of the proposed legislation and are drafting legislation to be presented to the legislature at its session in January.

The Association voted to continue the *Northwest Junior Collegian* and elected Dr. Soltau of Lower Columbia Junior College to act as editor for the year.

The program of the morning session included the following: "Address of the President," by Dr. David Livingstone Soltau, Lower Columbia Junior College; "Standards for Graduation," Miss Margaret Corbet, Centralia Junior College; "Testing and Teaching Materials at the Junior College Level," R. F. Bown, Executive Director, Coordinated Studies in Education; "Report of the Washington State Planning Council," Dr. Lewis C. Tidball, Dean, Grays Harbor Junior College, and E. L. Breckner, Director of Research, Washington State Planning Council.

The afternoon session was devoted to the business session and to a discussion of "Terminal Courses and Public Relations," led by H. C. Hopf of Yakima Valley Junior College, and participated in by Dr. C. A. Odgers, Multnomah Junior College, and Dean C. H. Lewis, Mount Vernon Junior College.

DAVID L. SOLTAU
Longview, Washington

ILLINOIS CONFERENCE

At the conference of the Junior College Section of the Illinois High School Conference held at Urbana November 5, under the chairmanship of Albert G. Dodd of Morgan Park Junior College, the following addresses were presented and discussed: "The Conference on Higher Education in Illinois," Albert J. Harno, Dean of the College of Law of the University of Illinois; "The Junior College Teacher," William H. Conley, Dean, Wright Junior College, Chicago; "The Relationship of the Junior College Teacher to the Student Personnel Program," J. A. Humphreys, Director of Student Personnel Service and Registrar,

Wilson Junior College, Chicago; "The Work of the Illinois Junior College Conference in the Regulation of Competitive Activities," F. J. Lewis, Secretary, Lyons Township Junior College, LaGrange; "Semi-Professional Courses in Junior Colleges," Walter C. Eells, Executive Secretary, American Association of Junior Colleges, Washington, D.C.

SOUTHWESTERN MEETING PLANS

Dr. Donald W. McKay, president of Eastern New Mexico Junior College, has taken the initiative in inviting the junior colleges of the Pacific Southwest to meet for an all-day "exchange of ideas concerning our philosophy, our activities, and our problems." The tentative place and date suggested are January 7 at Santa Fe, New Mexico. Invitations have been sent to eighteen junior colleges in Colorado, New Mexico, Utah, Arizona, and northwestern Texas. The following topics have been suggested for discussion: national trends in general education, problems of administration, contributions to junior college curricula, and advantages and disadvantages of a Southwestern Junior College Association.

ARKANSAS ASSOCIATION

At the meeting of the Arkansas Junior College Association at Little Rock, November 4, tentative plans were made for launching a new publication to be devoted to the interests of the junior colleges of the state. Officers were elected as follows: President, James W. Reynolds, Fort Smith Junior College; vice-president, E. Q. Brothers, Little Rock Junior College; secretary, G. R. Turrentine, Arkansas Polytechnic College.

NORTHERN CALIFORNIA

Attendance at the autumn meeting of the North California Junior College Association, which was held at Stanford

University, November 5, totaled 334 representing 17 member junior colleges and 13 other institutions. San Francisco Junior College had the banner attendance with a record of exactly 100 members of its staff present.

Dr. Robert E. Swain, Chairman of the School of Physical Sciences, Stanford University, extended greetings to the group on behalf of Stanford University. Dr. J. P. Mitchell, Registrar of Stanford University, spoke on the new Stanford plan of admission for graduates of junior colleges, as published in the *Junior College Journal* for December, 1938. Dwayne Orton, President of Stockton Junior College, presented the topic: "What is the place of the junior college in relation to higher than junior college education, technical training, general education, and community life."

After the presentation, which was well received, President Harry Tyler invited the audience to tell what they were doing in solving the various phases of this problem. A great number of people were anxious to speak and it seems that junior colleges throughout the state are making an active effort to adapt their program to the needs of their immediate locality.

Miss Harriett L. P. Friend, Director of the California State Nurses Association, spoke on the proposed nursing practice act, giving a most interesting talk.

At the business meeting the following officers were elected: President, Dwayne Orton, Stockton Junior College; Vice-President, John Lemos, Salinas Junior College; Secretary-Treasurer, William Stenasaas, Modesto Junior College; Commissioner of Athletics, J. Paul Mohr, San Francisco Junior College; Commissioner of Fine Arts, Jane Rowell, Marin Junior College; Commissioner of Forensics, Roy McCall, Stockton Junior College; Commissioner of Women's Activities, Verrel Weber, San Francisco Junior College.

The luncheon program was held in the main dining hall of Stanford Union with Dr. Grayson Kefauver presiding. Fredric Roehr, instructor in music at San Mateo Junior College, led the group in community singing. Dr. George W. Dowrie of the Graduate School of Business of Stanford University, gave an excellent discussion of the topic, "Private Enterprise in the Future."

R. K. ABERCROMBIE
Secretary-Treasurer

San Mateo Junior College
San Mateo, California

**NOVEMBER EDITORIAL—
A COMMENT**

10879 Whipple St.
North Hollywood, California
November 18, 1938

MY DEAR DR. EELLS:

I was greatly interested in your editorial "Vocational or Semi-Professional" in the November issue of the *Journal*. You have stated the function of the courses not directly preparatory for the University in a clear and unmistakable way. These are the only distinctly junior college courses and are the only ones for which it is directly responsible. The field for Lower Division university courses had been well taken care of before the junior college came into existence. There was no need for a distinct educational unit to cover this field. Strictly liberal arts and vocational fields, also, had been well covered before the appearance of the junior college.

What was needed was an institution that would broadly prepare young men and women to appreciate our intellectual heritage and to be able to adjust themselves successfully to specific employments—an institution that would give them both vision and skill. The liberal arts schools had long attempted to give them vision and the vocational schools

skill but they had not realized that the growing complexity of modern life and the ever increasing number of employments that required scientific and economic training combined with intellectual and manual adroitness made their one-sided training of little value to the majority of their students.

The semi-professional courses were designed to obviate this one-sidedness and they are the outstanding contribution of the junior college to education. You make this clear in your editorial and I most heartily congratulate you. Keep up the good work. As you say, some of the junior colleges have become so enamored of the idea of helping their students to get jobs that they are likely to become merely the old traditional training schools. Traditional educational concepts are hard to overcome. Rule-of-thumb productiveness is so much easier to teach than comprehensive adjustment. The hand is quicker than the eye, but it cannot peer into new vistas. Expertness is not intelligence, and vocational subjects need to be supplemented by others dealing with general intelligence. This is the semi-professional concept as I understand it and as I tried to develop it at Los Angeles Junior College. You know I introduced this term into the junior college curriculum.

Well, I have rambled along long enough. Has-beens should stay on the benches but I suppose they can be allowed to cheer on a player whom they believe has made a brilliant play. That's my condition. Now keep up the fight for a junior college which has a distinct contribution to make to our educational lineup and is neither a basement to the university nor a cupola to the high school—is not a vocational school or an academic academy.

WILLIAM H. SNYDER
Ex-Director,
Los Angeles Junior College.

ANOTHER COMMENT

University of Toledo,
Toledo, Ohio.
November 23, 1938.

MY DEAR DR. EELLS:

I have been greatly interested in your editorial in the November 1938 issue of the *Junior College Journal*. This is exactly the kind of a program we are trying to introduce in our Junior College and I am sending you under another cover a bulletin describing the plan.

PHILIP C. NASH, *President*

A CORRECTION

Fort Smith, Arkansas
November 16, 1938

On page 46 of the October, 1938, issue of the *Junior College Journal*, you have my name appended to the article in such way as to leave the impression that I am the president of the Arkansas Junior College Association. The facts are that this article entitled "Arkansas Organizes" was written by Mr. James W. Reynolds, our Dean, and he was then the acting president of the association pending his formal election in Little Rock, November 4. This is of no special consequence, I suppose, but I want to keep the record straight.

J. W. RAMSEY, *President*
Fort Smith Junior College

IOWA SECTION MEETING

At the annual meeting of the Junior College Section of the Iowa State Teachers Association, held in November, the following new officers were elected: president, Miss Willetta Strahan, Muscatine Junior College; secretary, Harris E. Dickey, Fort Dodge Junior College.

TO CHARGE TUITION FEES?

The Southern California Junior College Association Administrators' Coun-

cil, representing 18 junior colleges, in its meeting held October 15 considered the matter of seeking legislation to make it incumbent upon California public junior colleges to charge out-of-state students a tuition fee. It was decided not to seek such legislation. Reasons:

Tuition charged personally is foreign to public school system of California.

Tuition charged to out-of-state students might set a precedent for charging tuition to resident students.

California junior colleges receive much help from the Federal Government, which implies an obligation beyond the borders of the State.

There is the danger of putting the dollar before the boy or girl. Most out-of-state enrollees are not financially able to pay a tuition. A fee would exclude them. In many cases they would remain residents of the state whether or not we accepted them.

Population shifts make it the interest of every community to see that the benefits of education are widespread.

Out-of-state students spend as much in the community in which they reside as is spent on them, probably more.

In most colleges the number of out-of-state students is negligible and adds very little to the actual cost of operation. If the additional average daily attendance results in a little additional revenue, it will only serve to help the college do better by its own students.

Out-of-state students help to make a cosmopolitan atmosphere which contributes to the spirit and wholesome life of the student body.

Many out-of-state students reside in homes of relatives who are taxpayers and have no children of their own.

The problem can be solved effectively by admitting students who come to live in the homes of relatives on the same basis as residents and refusing to admit others unless they have a good scholarship record and show evidence of ability to support themselves.

W. T. BOYCE
Fullerton, California

From the Secretary's Desk

ANNUAL MEETING

Following is the tentative program for the nineteenth annual meeting of the American Association of Junior Colleges, to be held at the Hotel Pantlind, Grand Rapids, Michigan, March 2-4, 1939.

THURSDAY MORNING SESSION

- 9:00 Registration
9:30 Call to order, music, announcements
9:45 Address, "Welcome to Grand Rapids," Arthur Andrews, President Grand Rapids Junior College; Chairman local committee on arrangements
10:00 Presidential address, Nicholas Ricciardi, President, San Bernardino Valley Junior College, California
10:45 Secretary's Report, Walter Crosby Eells, Executive Secretary, Washington, D.C.
11:30 Address, "Retrospect and Prospect," Doak S. Campbell, Peabody College, Nashville, Tennessee
12:00 Appointment of committees and announcements
12:15 Adjournment

THURSDAY AFTERNOON SESSION

- 12:30 Luncheon for Public Junior College Representatives, Chairman, R. R. Robinson, University Junior College, Oklahoma. Program to be announced
12:30 Luncheon for Private Junior College Representatives, Chairman, Curtis V. Bishop, Averett College, Virginia. Program to be announced

4:30 Sight seeing features or visit to Grand Rapids Junior College

THURSDAY EVENING SESSION

- 7:30 Music
7:45 Forum Discussion: "Future Policies and Prospects of the American Association of Junior Colleges," by former presidents of the Association: James M. Wood, Stephens College, Missouri; H. G. Noffsinger, Virginia Intermont College, Virginia; Lewis W. Smith, Chicago, Illinois; J. Thomas Davis, John Tarleton Agricultural College, Texas; Richard G. Cox, Gulf Park College, Mississippi; Arthur Andrews, Grand Rapids Junior College, Michigan; A. M. Hitch, Kemper Military School, Missouri; E. Q. Brothers, Little Rock Junior College, Arkansas; Robert J. Trevor, Centenary Junior College, New Jersey; and W. W. Haggard, Joliet Junior College, Illinois.
9:45 General discussion
10:00 Adjournment

FRIDAY MORNING SESSIONS

- 7:15 Phi Delta Kappa Breakfast. Chairman, H. B. Wyman, Phoenix Junior College, Arizona. Address, "The Junior College Faces American Life," Dwayne Orton, Stockton Junior College, California.
9:00 General session. Topic: "Semi-Professional Courses in the Junior College: Evaluations, Techniques, Prospects"

- 9:10 Report of Special Committee of the Association on Vocational Education in the Junior College, Rosco C. Ingalls (Chairman), Los Angeles City College
10:00 "How Chicago is Meeting the Need," Leland Medsker, Chicago City Junior Colleges
Specific Semi-Professional Courses Now Given in Junior Colleges
10:20 "Medical Secretaries," Byron S. Hollinshead, Scranton-Key-stone Junior College, Pennsylvania
10:35 "School of Government," Harry Tyler, Sacramento Junior College, California
10:50 "Business Management," R. D. Chadwick, Duluth Junior College, Minnesota
11:05 "Mining," John H. Napier, Placer Junior College, California
11:20 "Merchandising," Guy M. Winslow, Lassell Junior College, Massachusetts
11:35 "Terminal Cultural Courses," J. E. Burk, Ward Belmont Junior College, Tennessee
11:50 "Family Relationships," Amelia Clark, Colby Junior College, New Hampshire
12:05 Announcements
12:15 Adjournment

LUNCHEON SESSIONS

- 12:30 Luncheon for Representatives of North Central Junior Colleges. Chairman, Ross Holt, Lyons Township Junior College, Illinois
12:30 Luncheon honoring Jesse B. Davis, Dean of School of Education, Boston University; founder of Grand Rapids Junior College.

12:30 Informal luncheon groups, if desired, for regular and special committees, officers of regional or state junior college associations, guidance officers, librarians, state groups, and subject matter groups

AFTERNOON SESSION

- 1:45 Music
2:00 "The Place of Athletics in the Junior College," Spencer Myers, Highland Park Junior College, Michigan
2:25 "Personal Observations on General Education," Glenn B. Lembke, Pasadena Junior College, California
2:50 "The American Council on Education's Cooperative Study of General Education," Earl J. McGrath, Washington, D.C.
3:15 "The Junior College Instructor," William L. Conley, Wright Junior College, Chicago
3:40 "Bases for Curriculum Development," John L. Lounsbury, Long Beach Junior College, California
4:15 Announcements, adjournment
4:30 Sight seeing features

EVENING SESSION

- 6:45 Association Banquet
Musical features
Introduction of guests
Recognition of state groups
Greetings from presidents of regional junior college associations
Greetings from American Council on Education
Special business
Address. Speaker to be announced

SATURDAY MORNING SESSION

- 9:00 Music
9:15 "What the Junior College Has

- Meant to Me," by students of Grand Rapids Junior College
 10:00 "Looking Back After Twenty-Five Years," Jesse B. Davis, Boston University
 10:15 Report of Research Committee
 Report of Committee on Honorary Societies
 Report of Committee on Vocational Education
 Report of Treasurer
 Report of Executive Committee
 New Business
 Report of Auditing Committee
 Report of Committee on Nominations
 Installation of New Officers
 12:15 Adjournment

AFTERNOON SESSION

- 2:00 Important meeting of the new Executive Committee, perhaps to be continued into the evening

AMENDMENT OF CONSTITUTION

The Constitution of the Association provides that it "may be amended at any regular meeting by a two-thirds vote of the representatives present and voting, provided the proposed change has been submitted in writing to the Secretary-Treasurer and by him submitted to all members of the Association in printed or typewritten form sixty days prior to the date of the annual meeting."

Some features of the present Constitution have never been observed; others are outmoded; others need adjustment to meet the reorganized Association as it is now functioning. The Executive Committee, therefore, submits the following proposed amended constitution for the consideration of the members present at the annual meeting in March. The Committee interprets publication in the January *Journal*, published the first

week in January and circulating to all member institutions, as the necessary sixty days' notice.

ARTICLE I.—NAME

The name of this organization shall be the "American Association of Junior Colleges."

ARTICLE II.—PURPOSES

The purpose of this organization shall be to stimulate the professional development of its members, to promote the growth of junior colleges under appropriate conditions, to emphasize the significant place of the junior college in American education, and to interpret the junior college movement to the country.

ARTICLE III.—MEMBERSHIP

Section 1.—The membership of this organization shall consist of four classes: active, associate, sustaining, and honorary. Membership shall be open to qualified institutions or individuals in North America.

Section 2.—*Active Members.* Active membership is open to regularly organized junior colleges which are accredited by or have received equivalent recognition from a regional association of colleges and secondary schools, or from their state university, state department of education, or state college association.

Section 3.—*Associate Members.* Associate membership is a temporary form of membership designed especially for newly organized junior colleges and for others which have not yet been able to secure the necessary accreditation or equivalent recognition to qualify them for active membership. It is expected that associate members will transfer to active membership as soon as they can qualify for such membership. Applications for associate membership will not be accepted from institutions which are qualified for active membership.

Associate members have the privilege

of attendance at the annual meetings of the Association but are not permitted to vote or to hold office. They are entitled to be listed as associate members in the annual "Directory of Junior Colleges" published by the Association. They are not permitted to use the phrase "Member of the American Association of Junior Colleges" in their catalogs or other literature or announcements, but may use the phrase "Associate Member of the American Association of Junior Colleges" in such publications.

Section 4.—*Sustaining members.* Any organization or individual interested in education and in the development of the junior college movement may become a sustaining member. Sustaining members may not vote or hold office.

Section 5.—*Honorary Members.* Individuals who have performed outstanding service to the junior college movement may, upon nomination of the Executive Committee, be elected honorary members of the Association.

ARTICLE IV.—DUES

Section 1.—Dues of active members shall be twenty dollars (\$20) per year.

Section 2.—Dues of associate members shall be ten dollars (\$10) per year.

Section 3.—Dues of sustaining members shall be five dollars (\$5) per year.

Section 4.—Honorary members shall pay no dues.

Section 5.—The fiscal year of the Association shall coincide with the calendar year.

ARTICLE V.—DROPPING MEMBERS

Section 1.—Statements for dues for the current year shall be sent to all members during the month of January, and at such later dates as the Executive Secretary may determine.

Section 2.—Names of all members shall be published annually in the January issue of the *Junior College Journal*.

Membership lists shall be closed for publication each year by December 15.

Section 3.—Any member whose dues are unpaid for the preceding calendar year shall, after due warning, be dropped from membership and such member's name shall not appear in the membership lists closing on December 15.

ARTICLE VI.—OFFICERS AND COMMITTEES

Section 1.—The officers of the Association shall consist of President, Vice-President, Executive Secretary, and Convention Secretary.

Section 2.—There shall be a permanent Executive Committee, and temporary committees on Nominations, Auditing, and Resolutions to be appointed at each annual meeting.

Section 3.—The President and Vice-President shall be elected annually by majority vote of the members eligible to vote and present at the annual meeting, after nominations have been made by the Nominating Committee. Additional nominations may be made from the floor. The terms of office of the President and Vice-President shall be for one year, closing with the adjournment of the annual meeting of the Association. The President shall not be eligible to serve more than two years in succession.

Section 4.—The Executive Secretary and the Convention Secretary shall be selected by the Executive Committee. The Executive Committee shall have power to determine their terms of office.

Section 5.—The Executive Committee shall consist of ten members—the four officers, *ex-officiis*, and six elective members, two elected each year to serve for terms of three years each. The Nominating Committee shall nominate the new members of the Executive Committee. The retiring president, each year, shall be one of the individuals nominated. Additional nominations may be made from the floor.

Section 6.—Additional permanent committees may be created by vote of the Association. Additional temporary or special committees may be created by vote of the Association or of the Executive Committee. Unless otherwise voted by the Association, all committees except the Executive Committee shall be appointed by the President.

Section 7.—Vacancies. Vacancies in any offices shall be filled by action of the Executive Committee. Vacancies in the Executive Committee shall be filled by action of the remaining members of the Executive Committee.

ARTICLE VII.—DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

Section 1.—The President shall perform the duties usually pertaining to that office. He shall appoint all committees, except the Executive Committee, unless otherwise ordered. He shall act as chairman of the Executive Committee during his term of office. He shall be responsible for the preparation of the program of the annual meeting and shall preside at the sessions of the annual meeting. He shall deliver a presidential address at the annual meeting. He shall endeavor by all means at his command to further the interests of the Association and of the junior college movement.

Section 2.—The Vice-President shall perform the duties of the President in case of the latter's death, absence, or inability to perform them; or such other duties as may be assigned him by the President.

Section 3.—The Executive Secretary shall act as editor of the *Junior College Journal* and such other publications as the Association may issue; he shall keep all records of membership and of meetings of the Association and Executive Committee; he shall keep account of all money received and expended by the Association; he shall act as a source of

information and service for members and for others seeking assistance or advice on matters connected with junior colleges; he shall promote the general development of the junior college movement; he shall conduct or direct research studies in the junior college field; he shall serve as a means of contact between the Association and other professional educational organizations; he shall be in charge of the Executive Office of the Association; he shall make an annual report to the Association, and he shall perform such other duties as may be assigned to him by the Executive Committee.

Section 4.—The Convention Secretary shall assist the Executive Secretary in keeping records of the annual meeting and in securing papers and abstracts or reports of addresses for publication.

Section 5.—The Executive Committee shall have general power to carry on all Association activities not in express conflict with the provisions of this Constitution, during the periods between annual or special meetings of the Association. It shall appoint the Executive Secretary and determine his salary, duties, and term of office. It shall have power to make appropriate appointments to the Advisory Editorial Board of the *Junior College Journal*. The members of the Executive Committee shall, *ex-officiis*, be members of the Advisory Board of the *Junior College Journal*.

Section 6.—The duties of other committees shall be determined and stated at the time of their appointments by the president or group responsible for such appointments.

ARTICLE VIII.—FINANCES

Section 1.—The Executive Secretary shall be assigned the responsibility for the collection of dues and subscriptions. Disbursements from all funds shall be made only by check, duly signed by both

the President and Executive Secretary.

Section 2.—The Executive Committee may designate the American Council on Education or similar organization as special custodian for funds secured for special purposes, and shall prescribe the conditions of expending and accounting for such funds.

ARTICLE IX.—PUBLICATIONS

Section 1.—The Association shall publish the *Junior College Journal* at least eight times annually, a *Junior College Directory* annually, and such other regular or special publications as may be approved by the Executive Committee.

Section 2.—One copy of the *Junior College Journal* shall be sent, without cost, to each member of the Association.

ARTICLE X.—QUORUM

Section 1.—The representatives of twenty-five (25) active members in good standing shall constitute a quorum for the transaction of Association business.

Section 2.—Five members of the Executive Committee shall constitute a quorum for the transaction of Committee business.

ARTICLE XI.—GENERAL GUIDE

The Association shall be guided by Robert's *Rules of Order* in all points not expressly provided for in this Constitution.

ARTICLE XII.—AMENDMENTS

This Constitution may be amended at the annual meeting of the Association by a two-thirds vote of the authorized representatives of active members present and voting, provided that the proposed change has been submitted in writing to the Executive Secretary and by him submitted to all members of the Association in printed or mimeographed form at least thirty (30) days prior to the date of the annual meeting. Pub-

lication in the *Junior College Journal* shall be construed as satisfying this condition.

CHANGES OF ADMINISTRATORS

For the past seven years an average of 13 per cent of the administrative heads of junior colleges, as published in the annual Directory, have changed each year. The percentage has varied from 10 to 15 per cent. This means that from 50 to 75 new men or women step into positions of administrative responsibility in junior colleges every year. Is the right man likely to be found in the right place or is there a considerable element of trial and error which makes the mortality among administrative heads unnecessarily high? Already the executive secretary has received two types of requests: from trustees or boards of education asking for suggestions or recommendations for new heads of institutions; and requests from present or prospective junior college administrators asking for help in finding new or more suitable positions. These facts and this experience raise the question of whether the new Executive Office could not perform a real service by setting up some simple machinery for bringing to each others notice the two groups—junior colleges that need executives, and executives that need junior colleges. Tentative plans have already been developed for such a service. They are held in abeyance, however, until we learn whether a considerable number of individuals might be interested in them and benefitted by them. Please write to the executive secretary if you are interested.

NEW YORK CONFERENCES

President Ricciardi and the executive secretary held a series of conferences in New York November 30 to December 2 to consider Association policies, to

formulate plans for the Grand Rapids meetings, and to confer with educational leaders concerning desirable developments and studies in the junior college field.

INAUGURATION REPRESENTATIVE

President Curtis Bishop, Averett Junior College, Vice-President of the Association, was the official representative of the American Association of Junior Colleges at the inauguration of Dr. Hugh J. Rhyne as president of Marion College, Virginia, on November 29.

SPECIAL COMMITTEE

The Executive Committee has authorized the appointment of a special committee consisting of President R. J. Trevororow of Centenary Junior College, New Jersey, and President Byron S. Hollinshead, of Scranton-Keystone Junior College, Pennsylvania, to inspect Gunston Hall Junior College, Washington, D.C., to determine its eligibility for active membership in the Association. This action was taken because the Middle States Association does not accredit colleges which are organized on a proprietary basis. The Committee and the executive secretary studied a variety of documentary evidence presented to it and visited the institution in person December 12.

RELIGION IN JUNIOR COLLEGES

Hughbert H. Landram, assistant minister of the United Church of New Haven, Connecticut, is planning an intensive study of "Religious Influences in Public Junior Colleges" as his dissertation for the doctor's degree at Yale University. Mr. Landram has had a conference with the executive secretary in Washington and another one with President Ricciardi and the Executive Secretary in New York. On the basis of these

conferences the officers have agreed to endorse Mr. Landram's study and urge the executives of all public junior colleges to furnish the information which he will seek from them by mail in a few weeks. For several years Mr. Landram was travelling Y.M.C.A. secretary in the southwest and is familiar from first hand contact with religious conditions and needs of many of the junior colleges of the Pacific Coast.

CONFERENCES HELD

The executive secretary held an informal conference around the dinner table with a group of Illinois junior college executives November 4 at Urbana to discuss desirable policies and plans for the future activities of the Association. He held a similar conference with junior college executives of the Middle Atlantic States at a luncheon session at Atlantic City November 26.

ADDRESSES MADE

The executive secretary spoke before the Junior College Section of the University of Illinois Secondary School Conference at Urbana November 4 on "Junior College Recognition." He spoke on "The Work of the Executive Secretary" at the regular annual meeting of the Junior College Council of the Middle States at Atlantic City, November 26.

MISSOURI GROUP

An innovation at the meeting of the Missouri State Teachers Association at Kansas City in November was a junior college breakfast. The attendance was unusually good, every junior college in Missouri being represented. Dr. J. J. Oppenheimer of the University of Louisville was the principal speaker. Plans were made for a Junior College Day as part of the Arts and Science Week sponsored by the University of Missouri.

Junior College Directory, 1939

Compiled by

WALTER CROSBY EELLS

Executive Secretary, American Association of Junior Colleges

THIS Directory contains information concerning all junior colleges in the United States which have been reported to the Washington Office of the American Association of Junior Colleges up to December 1, 1938. The list is meant to be inclusive rather than exclusive and therefore it contains the names of some institutions which may be doing relatively little junior college work. It omits, however, a number of institutions that give work of college grade but are not organized on a junior college basis. A few normal schools and teachers colleges that provide regular junior college courses are included. Whenever an institution has so requested, its name has been omitted from the list. Institutions for whom no information was reported in the 1938 Directory have been dropped from the 1939 Directory unless new information has been secured to justify the retention of their names this year. The data here included have been taken from reports received in the autumn of 1938, directly from some responsible officer of the junior college named, except as otherwise indicated.

For explanation of terminology and symbols see the following page. For a summary of certain features by states and type of control of the colleges, see page 211. A fuller summary and analysis will be found in the February 1939 issue of the *Junior College Journal*.

EXPLANATIONS

The following explanations will aid in a more intelligent use of this Directory:

Location. This is the mailing address of the institution, regardless of its actual physical location.

Administrative Head. In branch junior colleges a question sometimes arises as to whether the president of the parent institution or the dean of the local junior college should be considered the administrative head. In many public junior colleges, organized as parts of city school systems, a similar question concerns the city superintendent of schools and the dean or principal of the junior college. In all such cases the institution's own designation of its "administrative head" has been accepted, even though uniformity is thereby sacrificed. The administrative head, as stated, presumably is the individual to whom general correspondence concerning the institution should be addressed.

Type. Three types are distinguished—coeducational, for men only, and for women only, indicated by the initial letters, C, M, and W.

Control. The primary basis of classification, as commonly recognized, is two-fold: institutions *publicly controlled*, and institutions *privately controlled*. Publicly controlled institutions are ordinarily reported as "state" when they are controlled by a state appointed or elected board rather than by a local board of education. Privately controlled institutions were asked to indicate their denominational affiliation or control. When stated, this is indicated. Some denominational institutions, however, are reported under the general designation of "private."

Year Organized. Each institution was asked to report the year it was *organized as a junior college*. In some cases, however, it is evident they have reported instead the date or origin of an institution of same or similar name which has since developed into a junior college. Dates prior to 1900 should usually be interpreted in this way.

Accreditation. Four types of accreditation or equivalent recognition are indicated by appropriate symbols, arranged in order:

C—State *College* Association

D—State *Department of Education*

U—State *University* or equivalent institution in states which do not have a state university.

Accreditation by or membership in one of the regional associations of colleges and secondary schools:

E—*New England Association*

M—*Middle States Association*

N—*North Central Association*

S—*Southern Association*

W—*Northwest Association*

Enrollment. Note that enrollment data are given for the previous *complete* year, 1937-1938. Under "special" students are included day students taking less than a normal load; students in late afternoon, evening, and extension courses; summer school students; etc.

Instructors. Note that number of instructors, unlike that for students, is given for the *current* year, 1938-1939, in two classes, full-time, and part-time.

Membership. Membership in the American Association of Junior Colleges is indicated by a symbol preceding the name of the institution: an asterisk (*) for active members; a dagger (†) for associate members. Active membership is open to any junior college which has received any of the four types of accreditation or equivalent recognition indicated in the explanation of "accreditation" above. Associate membership is open to newly organized institutions and others which have not yet received such recognition. The American Association of Junior College does not act as an accrediting agency. It has, however, inspected a few institutions for membership in cases in which they fell under the jurisdiction of no regular accrediting agency. This applied particularly to institutions in the District of Columbia and to proprietary institutions in the territory of one or two of the regional associations.

Negro Institutions. Junior colleges for negroes are indicated by (N) following the name of the institution.

Other Symbols.

‡—No report. Data taken from 1938 Directory.

§§—Admitted to membership after inspection by a Committee of the American Association of Junior Colleges.

††—Reported by the State Department of Education but no information received from the institution directly.

SUMMARIES BY STATES

State	Junior Colleges			Enrollment			Instructors			Membership in American Association of Junior Colleges	
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Active	Associate
United States	556	250	306	155,588	109,275	46,313	9,836	5,193	4,643	294	17
Alabama	10	2	8	1139	310	829	105	10	95	2	1
Arizona	2	2	0	955	955	0	41	41	0	2	0
Arkansas	8	7	1	2380	2259	121	124	112	12	5	0
California	57	42	15	52895	51625	1270	2026	1853	173	28	0
Canal Zone	1	1	0	386	386	0	10	10	0	1	0
Colorado	6	4	2	1508	1171	337	100	66	34	4	0
Connecticut	8	0	8	1445	0	1445	143	0	143	6	0
Delaware	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia	13	0	13	1344	0	1344	216	0	216	7	4
Florida	5	1	4	973	77	896	85	18	67	3	0
Georgia	19	11	8	4743	3639	1104	243	162	81	9	0
Idaho	4	1	3	1262	767	495	99	54	45	2	0
Illinois	16	8	8	9590	7481	2109	420	269	151	15	0
Indiana	5	1	4	473	212	261	52	18	34	2	0
Iowa	37	27	10	3323	2014	1309	364	230	134	11	0
Kansas	24	14	10	4652	3842	810	366	267	99	11	0
Kentucky	15	2	13	2328	96	2232	187	15	172	11	0
Louisiana	7	3	4	897	751	146	63	37	26	2	0
Maine	5	0	5	513	0	513	67	0	67	3	0
Maryland	5	0	5	417	0	417	77	0	77	2	2
Massachusetts	12	0	12	3165	0	3165	350	0	350	6	1
Michigan	13	9	4	3326	2887	439	232	195	37	8	0
Minnesota	15	12	3	2649	2452	197	250	215	35	9	0
Mississippi	22	12	10	4158	3208	950	328	213	115	12	1
Missouri	23	10	13	5684	2752	2932	501	182	319	16	0
Montana	3	2	1	921	376	545	46	19	27	1	0
Nebraska	5	2	3	460	185	275	68	26	42	3	0
Nevada	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	3	0	3	491	0	491	60	0	60	2	1
New Jersey	10	4	6	2541	1324	1217	154	49	105	2	3
New Mexico	2	2	0	704	704	0	54	54	0	2	0
New York	7	0	7	624	0	624	155	0	155	5	0
North Carolina	22	1	21	3909	148	3761	332	11	321	17	0
North Dakota	3	3	0	817	817	0	66	66	0	2	0
Ohio	7	1	6	2585	2416	169	153	20	133	6	0
Oklahoma	32	29	3	4566	4398	168	295	270	25	11	0
Oregon	2	0	2	530	0	530	47	0	47	0	0
Pennsylvania	20	5	15	2946	679	2267	286	42	244	9	4
Rhode Island	0	0	0	0	0	0	0	0	0	0	0
South Carolina	12	0	12	1293	0	1293	95	0	95	3	0
South Dakota	5	1	4	699	287	412	55	16	39	1	0
Tennessee	12	2	10	2608	658	1950	192	27	165	7	0
Texas	38	22	16	11464	8012	3452	627	430	197	20	0
Utah	6	5	1	1539	1418	121	135	116	19	3	0
Vermont	3	0	3	333	0	333	46	0	46	1	0
Virginia	12	0	12	2189	0	2189	204	0	204	10	0
Washington	8	0	8	1216	0	1216	95	0	95	5	0
West Virginia	6	1	5	1860	330	1530	101	18	83	4	0
Wisconsin	6	1	5	1088	639	449	121	62	59	2	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TYPE	CONTROL	JUNIOR IN-CLUDED	SCHOOL ACCRE-DITATION	ENROLLMENT, 1937-38			INSTRU-C-TORS 1938-1939		
							AS YEARS COR-CLUDED	Total	Fresh.	Soph.	Spec.	Full-Time
YEAR ORGAN- IZED												
ALABAMA	Daphne State Normal School	D. R. Murphy	C	Public	1924	13-14	C-U-	47	24	23	0	... 2
	*Marion Institute	W. L. Murfee	M	Private	1919	13-14	CDUS	189	158	31	0	... 2
	Oakwood Junior College (N)	James L. Moran	C	7th-D. Adv.	1917	9-14	---	88	34	1	9	2
	St. Bernard Junior College	Rt. Rev. A. Reger	M	Catholic	1922	9-14	CDUS	75	44	31	0	18 0
	Selma University (N)	W. H. Dinkins	C	Baptist	1927	13-14	---	50	36	14	0	11
	Boaz	Conway Boatman	C	M.E.	1935	13-14	CDU-	155	106	36	13	6
	Wadley	Ross Ensminger	C	Cong.-Chr.	1934	13-14	C---	50	40	10	0	5 2
	Normal	J. F. Drake	C	Public	1927	13-14	-D-S	263	161	99	3	7 3
	Tuscaloosa	A. L. Jackson	C	Presby.	1930	10-14	-D-S	171	102	69	0	6 2
	Jasper	Carl A. E. Jesse	C	Private	1938	13-14	---	51	29	0	22	4 0
ARIZONA	Gila Junior College	E. Edgar Fuller	C	Public	1921	13-14	-DU-	224	135	70	19	9 4
	*Phoenix Junior College	E. W. Montgomery	C	Public	1920	13-14	CDU-	731	545	166	20	25 3
ARKANSAS	Russellville	J. W. Hull	C	Public	1927	13-14	---	N	725	339	232	154 0
	Conway	J. S. Rogers	W	Baptist	1921	13-14	-D-U-	121	69	41	11	1 1
	Little Rock	J. H. Lewis	C	Public	1929	13-14	-D-	122	80	30	12	4 5
	El Dorado	J. I. McClurkin	C	Public	1925	13-14	-DU-	112	42	40	30	6 2
	Fort Smith	J. W. Ramsey	C	Public	1928	13-14	---	150	82	46	22	0 20
	Beebe	John Baumgartner	C	Public	1931	9-14	-D-	178	51	27	100	5 0
	Little Rock	E. Q. Brothers	C	Public	1927	13-14	-D-U-N	478	262	136	80	15 8
	Magnolia	C. A. Overstreet	C	Public	1925	13-14	-D-U-N	494	277	146	71	22 0
CALIFORNIA	Antelope Valley Junior College	D. J. Roach	C	Public	1929	13-14	--U-	71	60	11	0	3 7
	*Armstrong Junior College	J. E. Armstrong	C	Private	1932	13-14	-CU-	56	37	19	0	17 3
	*Bakersfield Junior College	Grace V. Bird	C	Public	1913	13-14	-DU-	763	430	241	92	11 43
	*Beulah College	H. G. Brubaker	C	Breth. Chr.	1920	13-14	--U-	33	10	9	14	5 2
	Brawley Junior College	P. E. Palmer	C	Public	1924	13-14	--U-	114	74	36	4	0 17
	Oakland	Theo. Brohm	C	Lutheran	1918	9-14	--U-	20	11	9	0	0 5
	San Francisco	Geo. A. Merrill	M	Private	1924	10-14	--U-	78	42	34	2	0 15
	El Centro	Guy A. Weakley	C	Public	1922	13-14	--U-	181	137	42	2	3 25
	Ontario	Gardiner W. Spring	C	Public	1916	13-14	--U-	5840	403	237	5200	28 24

*Citrus Junior College	Floyd S. Hayden
Coalinga Junior College	T. A. Ellestad
Cogswell Polytechnic College	George B. Miller
*Compton Junior College	O. Scott Thompson
Cumnock School	R. C. Brooks
Deep Springs	L. A. Kimpton
Fresno Junior College	Frank W. Thomas
Fresno Technical School	William A. Otto
*Fullerton Junior College	Louis E. Plummer
*Glendale Junior College	C. A. Neilson
Holmby College	F. de Laguna
Susanville	N. H. McCollom
Long Beach	John L. Lounsherry
Long Beach Junior College	Rosco C. Ingalls
*Los Angeles City College	Byron S. Lamson
Los Angeles Pacific College	Geo. A. Merrill
Lux Technical Institute	A. C. Oney
*Marin Union Junior College	Mother Ignatius
Marymount College	Lowry S. Howard
*Menlo Junior College	Dwight C. Baker
*Modesto Junior College	Ralph J. Hale
Oceanside-Carlsbad Junior College	John W. Harbeson
Pasadena Junior College	Mark B. Lloyd
Pilgrim Bible College	J. H. Napier, Jr.
*Placer Junior College	J. E. Walker
Pomona Junior College	B. H. Grisemer
Porterville Junior College	J. O. McLaughlin
Reedley Junior College	A. G. Paul
Riverside Junior College	J. B. Lillard
*Sacramento Junior College	Richard J. Werner
Salinas Junior College	James P. Davis
San Benito County Junior College	Nicholas Ricciardi
*San Bernardino Valley Jr. College	Walter R. Hepner
San Diego Junior College	A. J. Cloud
*San Francisco Junior College	T. W. MacQuarrie
San Jose Junior College	Henry A. Cross
San Luis Obispo Junior College	C. S. Morris
San Mateo Junior College	D. K. Hammond
*Santa Ana Junior College	Andrew P. Hill, Jr.
Santa Maria Junior College	Ralph H. Bush
*Santa Monica Junior College	Floyd P. Bailey
*Santa Rosa Junior College	E. E. Cossentine
Southern California Junior College	Arlington

Azusa	C Public
Coalinga	C Public
San Francisco	C Private
Compton	C Public§
Los Angeles	C Private
Deep Springs	M Private
Fresno	C Public
Fresno	C Public
Fullerton	C Public§
Glendale	C Public§
Los Angeles	W Private
Susanville	C Public
Long Beach	C Public§
Los Angeles	C Public§
Los Angeles	C Fr. Meth.
San Francisco	W Private
Kentfield	C Public
Los Angeles	C Catholic
Menlo Park	M Private
Modesto	C Public§
Oceanside	C Public
Pasadena	C Public§
Pasadena	C Pilgrim
Auburn	C Public
Pomona	C Public
Porterville	C Public
Reedley	C Public§
Riverside	C Pilgrim
Sacramento	C Public
Salinas	C Public
Hollister	C Public
San Bernardino	C Public
San Diego	C Public
San Francisco	C Public
San Jose	C Public
San Luis Obispo	C Public
San Mateo	C Public
Santa Ana	C Public
Santa Maria	C Public
Santa Monica	C Public
Santa Rosa	C Public
Arlington	C 7th-D. Adv.

§ Four-year junior college. Additional enrollment in lower division, 850.
\$ District type of junior college

** Four-year junior college. Additional enrollment in 11th grade, 594.
†† Four-year junior college. Additional enrollment in 11th grade, 1019.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TYPE	CONTROL	YEAR ORGANIZED	SCHOOL AS YEARS IN- COL- CLUSED	JUNIOR ACCREDI- TATION	ENROLLMENT, 1937-38			INSTRU- CTORS
								Total	Fresh.	Soph.	
CALIFORNIA (Continued)											
Stockton Junior College	Stockton	Dwayne Orton	C	Public	1935	13-14	--U--	1154	433	410	39
*Taft Junior College	Taft	John G. Howes	C	Public	1922	13-14	-DU-	367	191	91	6
*Ventura Junior College	Ventura	D. R. Henry	C	Public	1929	11-14	-DU-	465 [¶]	235	107	52
Visalia Junior College	Visalia	L. J. Williams	C	Public	1926	13-14	-DU-	389	253	106	30
Williams Junior College	Berkeley	John W. Hopkins	C	Private	1928	13-14	-DU-	54	37	15	5
*Yuba County Junior College	Marysville	Pedro Osuna	C	Public [§]	1927	13-14	-DU-	215	94	66	55
CANAL ZONE											
*Canal Zone Junior College	Balboa Hgts.	Fred W. Hosler	C	Public	1933	13-14	---\$§	386	92	21	273
COLORADO											
*Colorado Woman's College	Denver	J. E. Hutchingson	W	Baptist	1920	13-14	-DUN	306	199	100	7
Ft. Lewis Junior College	Hesperus	E. H. Badger	C	Public	1910	13-14	-DU-	98	..	..	8
Jr. College of Southeastern Colo.	Lamar	J. H. Buchanan	C	Private	1937	13-14	---	31	31	0	0
*Mesa College	Grand Junction	H. J. Webben	C	Public	1925	13-14	-DU-	426	276	118	32
*Pueblo Junior College	Pueblo	L. R. Wren	C	Public	1932	13-14	-DU-	235	179	45	11
*Trinidad State Junior College	Trinidad	Wm. R. Ross	C	Public	1925	13-14	CDU-	412	337	66	9
CONNECTICUT											
*Hillyer Institute	Hartford	Alan S. Wilson	C	Y.M.C.A.	1937	13-14	-D--	434	80	40	314
*Junior College of Commerce	New Haven	S. W. Tabor	C	Private	1929	13-14	-DU-	121	66	33	22
*Junior College of Connecticut	Bridgeport	E. E. Cortright	C	Private	1927	13-14	-D-E	136	89	45	2
*Larson Junior College	New Haven	Geo. V. Larson	W	Private	1933	13-14	-DU-	156	70	62	24
*Marot Junior College	Thompson	Mary L. Marot	W	Private	1922	11-14	-D--	49	..	..	11
Miss Porter's School	Farmington	Mr. & Mrs. R. P. Keep	W	Private	1935	13-14	-D--	41	24	17	12
*New Haven Y.M.C.A. Jr. College	New Haven	Lawrence L. Bethel	C	Y.M.C.A.	1935	13-14	-D--	416	229	76	111
Seminary of St. Thomas	Bloomfield	Rev. H. J. O'Brien	M	Catholic	1911	13-14	-D--	92	46	46	0
DISTRICT OF COLUMBIA											
*Arlington Hall	Washington	Carrie Sutherlin	W	Private	1927	9-14	-D--	136	82	54	15
*Chevy Chase Junior College	Washington	Philip M. Ball	W	Private	1927	13-14	-D--	73	50	22	1
*Columbia Junior College	Washington	B. G. Wilkinson	C	7th-D. Adv.	1933	13-14	---M	354	250	91	15
*Columbia University Jr. College	Washington	Francis J. Mullen	C	Private	1938	13-14	---M	71	0	0	8
*Dunbarton College	Washington	Sister M. Rose Eliz.	W	Private	1934	13-14	---M	100	55	45	2
*Fairmont School	Washington	Maud van Woy	W	Private	1929	11-14	---	100	60	40	15
											6

*Georgetown Visitation Convent	Washington	Sister M. M. Sheerin	W	Private	1919	13-14	---M	65	34	29	2	5	10	
†Gunston Hall	Washington	M. L. Gildersleeve	W	Private	1918	9-14	---	48	26	16	6	6	6	
*Holton-Arms School & Jr. College	Washington	Mrs. J. M. Holton	W	Private	1927	13-14	---	71	50	23	3	1	8	
Immaculata Junior College	Washington	Sister Mary Genevieve	W	Catholic	1922	13-14	---M	60	35	23	2	2	14	
King-Smith Studio-School	Washington	August King-Smith	W	Private	1921	---	---	120	---	---	10	10	15	
*Marjorie Webster Junior College	Washington	Marjorie Webster	W	Private	1930	13-14	---	82	38	34	10	6	4	
*Mount Vernon Seminary	Washington	George W. Lloyd	W	Private	1928	13-14	---	64	40	21	3	9	9	
FLORIDA														
*Bethune-Cookman College (N)	Daytona Beach	Mary M. Bethune	C	Methodist	1923	13-14	-D-S	194	102	92	0	12	3	
Edward Waters College (N)	Jacksonville	C. S. Long, Jr.	C	A.M.E.Ch.	1932	13-14	---	130	85	42	3	7	7	
*Florida Normal & Ind. Inst. (N)	St. Augustine	N. W. Collier	C	Private	1918	13-14	-D-S	250	130	114	6	10	4	
Palm Beach Junior College	West Palm Beach	J. L. Leonard	C	Public	1933	13-14	---	77	63	14	0	1	17	
*St. Petersburg Junior College	St. Petersburg	R. B. Reed	C	Private	1927	13-14	CDUS	322	160	117	45	18	6	
GEORGIA														
Abraham Baldwin Agric. College	Tifton	Geo. H. King	C	Public	1933	13-14	--U-	406	252	154	0	14	0	
*Andrew College	Cuthbert	S. C. Olliff	W	M.E.Ch.S.	1917	13-14	CDUS	125	40	45	40	11	3	
*Armstrong Junior College	Savannah	E. A. Lowe	W	C	1935	13-14	CDU-	367	169	94	104	13	2	
Brewton Parker Junior College†	Mount Vernon	A. M. Gates	C	Baptist	1927	13-14	CDU-	141	86	55	0	5	0	
Emory at Oxford	Oxford	Geo. S. Roach	M	Methodist	1929	13-14	CDUS	165	100	65	0	14	3	
Emory at Valdosta	Valdosta	Hollis Edens	M	M.E.Ch.S.	1928	13-14	CDUS	65	35	30	0	6	1	
Ft. Valley Normal & Ind. School (N)	Fort Valley	G. A. Towns	C	Episcopal	1929	13-14	CD-S	103	62	41	0	7	4	
Georgia Normal & Agric. Coll. (N)	Albany	J. W. Holley	C	Public	1917	12-13	D--	147	88	59	0	8	2	
*Georgia Southwestern College	Americus	Peyton Jacob	C	Public	1926	12-13	CDUS	344	198	143	3	10	5	
Gordon Military College†	Barnesville	J. E. Guillebeau	M	Public	1928	8-13	--U-	140	90	50	0	7	4	
*Junior College of Augusta	Augusta	Eric W. Hardy	C	Public	1925	12-13	CDUS	320	164	86	70	0	22	
*Middle Georgia College	Cochran	Leo H. Browning	C	Public	1928	12-13	CDUS	403	228	159	16	15	3	
Norman Junior College	Norman Park	Paul Carroll	C	Baptist	1921	13-14	D--	104	83	22	1	1	7	
*North Georgia College	Dahlonega	J. C. Rogers	C	Public	1933	12-13	CDUS	698	277	242	19	2	2	
Reinhardt College	Waleska	W. M. Bratton	C	M.E.Ch.S.	1891	12-13	CDU-	121	40	37	44	6	0	
*South Georgia College	Douglas	J. M. Thrash	C	Public	1930	12-13	D--	101	77	24	0	14	0	
State Teachers & Agric. Coll. (N)†	Forsyth	W. M. Hubbard	C	Public	1933	12-13	CDUS	363	171	192	0	3	3	
*West Georgia College	Carrollton	I. S. Ingram	C	Public	1912	12-13	CDUS	280	165	115	0	16	0	
*Young L. G. Harris College	Young Harris	T. J. Lance	C	M.E.Ch.S.										
IDAHO														
*Boise Junior College	Boise	E. B. Chaffee	C	Private	1932	13-14	--U-	149	90	53	6	10	7	
Coeur d'Alene Junior College	Coeur d'Alene	Orrin E. Lee	C	Private	1933	13-14	-DU-	55	35	15	5	3	9	
Ricks College	Rexburg	H. Manwarling	C	L.D.S.	1915	13-14	-DUW	291	141	127	23	15	1	
*Southern Branch, Univ. of Idaho	Pocatello	John R. Nichols	C	Public	1927	13-14	-DUW	767	481	277	9	52	2	

§§ Accepted for active membership in the American Association of Junior Colleges.

† No report. Data taken from 1938 Directory.

‡ Four-year junior college.

§ District type of junior college.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	YEAR ORGANIZED	SCHOOL AS YEARS INCLUDED	ACCREDITATION	ENROLLMENT, 1937-38			INSTRUCTORS 1938-1939		
						Total	Fresh.	Soph.	Spec.	Full-Time	Part-Time
ILLINOIS											
*Blackburn College	Carlinville	Wm. M. Hudson	1918	13-14	CDUN	307	180	124	3	16	6
*Ferry Hall	Lake Forest	Eloise R. Tremain	1887	13-14	--U-	17	14	2	1	2	6
*Frances Shimer Junior College	Mount Carroll	A. Beth Hostetter	1909	11-14	-DUN	94	30	0	0	0	20
*Herzl Junior College	Chicago	Dorph Brown	1934	13-14	--U-	1165	657	481	27	37	0
*Joliet Junior College	Joliet	W. W. Haggard	1902	13-14	CDUN	329	211	98	20	2	24
*LaSalle-Peru-Oglesby Jr. College	LaSalle	Frank A. Jensen	1924	13-14	CDUN	199	118	77	4	0	26
Lincoln College	Lincoln	Wm. D. Copeland	1929	13-14	CDUN	107	59	35	13	10	3
*Lyons Township Junior College	La Grange	Ross Holt	1929	13-14	-DUN	371	110	74	187	10	7
*Monticello College	Godfrey	G. I. Rohrbough	1915	9-14	-DUN	82	41	40	1	7	12
*Morgan Park Junior College	Chicago	Albert G. Dodd	1933	13-14	--U-	201	133	68	0	7	5
*Morton Junior College	Cicero	C. McDonald	1924	13-14	-DUN	1066	327	187	552	16	25
*North Park College	Chicago	J. R. McDonald	1919	13-14	-DUN	1137	333	181	623	18	16
*Springfield Junior College	Springfield	Algoth Ohlson	1929	13-14	-DUN	164	98	48	18	19	4
Harvey	Harvey	Walter L. Wilkins	1927	13-14	-DUN	178	106	66	6	6	8
Chicago	Chicago	James L. Beck	1934	13-14	--U-	1979	1275	919	..	59	0
Chicago	Chicago	J. A. Bartky	1934	13-14	--U-	2194	1275	919	..	49	0
Wm. H. Conley		Wm. H. Conley									
INDIANA											
Ottoman Krueger	Fort Wayne	M. Lutheran	1839	13-14	--U-	43	16	22	5	12	0
W. E. Gregory	Culver	M. Private	1935	13	--U-	26	0	0	5	0	5
Albert Fertsch	Gary	C. Public	1932	13-14	--U-	212	165	47	0	0	18
H. A. Drake	Kokomo	C. Private	1932	13-14	--U-	38	21	11	6	3	4
Walter A. Davis	Vincennes	C. Private	1924	13-14	-DU-	154	78	75	1	6	4
IOWA											
Albia Junior College	Albia	John S. Chambers	1927	13-14	-D--	61	32	25	4	3	2
Bloomfield Junior College	Bloomfield	C. Public	1928	13-14	C-U-	30	22	8	0	0	4
*Boone Junior College	Boone	E. T. Carlstedt	1927	13-14	-D--	80	52	28	0	1	8
Britt Junior College	Britt	J. R. Thorngren	1927	13-14	CDU-	33	25	8	0	0	7
Burlington Junior College	Burlington	L. J. Thies	1920	13-14	-DU-	175	124	51	0	2	15
Centerville Junior College	Centerville	Robert White, Jr.	1930	13-14	-D--	65	47	18	0	2	4
Chariton Junior College	Chariton	E. W. Fannion	1927	13-14	-DU-	38	26	14	0	0	8
Cherokee Junior College	Cherokee	F. A. Lunan	1929	13-14	-DU-	99	20	14	65	6	1
Clarinda Junior College	Clarinda	Sister M. Emmanuel	1923	13-14	-DU-	50	30	20	0	3	6
*Creston Junior College	Creston	Herbert L. Glynn	1926	13-14	CDU-	84	60	24	0	3	9

Dowling College	Rt. Rev. J. J. Boylan	Catholic	1922	13-14	--U-	109	38	42	16	58	42	29	6	2	
*Eagle Grove Junior College	Gerald Shepherd	C Public	1928	13-14	-DU-	58	31	31	0	0	0	10	0	10	
Elkader Public Junior College	D. L. Wood	C Public	1929	13-14	-CDU-	71	40	27	0	2	0	6	3	10	
Iowa Falls	Sheridan R. Jones	C Public	1929	13-14	-CDU-	69	42	19	0	0	0	6	3	10	
Emmetsburg Junior College	J. A. Greene	C Public	1930	13-14	-CDU-	57	38	19	0	0	0	6	3	10	
Esterherville Junior College	N. E. Demoney	C Public	1924	13-14	-CDU-	108	75	33	0	0	0	9	0	9	
Fort Dodge Junior College	Harris Dickey	C Public	1922	13-14	C--	188	116	50	22	5	4	22	5	4	
Lamoni	G. N. Briggs	C L.D.S.	1915	13-14	-CDUN	272	170	95	7	22	1	22	1	2	
Des Moines	A. C. Nielsen	C Dan. Luth.	1928	13-14	--U-	42	25	15	2	8	2	8	2	2	
Independence	F. E. Mueller	C Publ.	1928	13-14	-CDU-	51	28	23	0	0	0	0	0	0	
Hopkinton	E. V. Laughlin	C Presby.	1922	13-14	--U-	90	50	40	0	0	0	5	2	2	
Maquoketa	E. L. Miller	C Public	1927	13-14	-D--	50	28	22	0	0	0	2	6	6	
Marshalltown	B. R. Miller	C Public	1927	13-14	-DU-	112	75	37	0	0	0	10	0	10	
Mason City	James Rae	C Public	1918	13-14	-DUN	167	102	65	0	0	0	4	7	7	
Cedar Rapids	Sister Mary Xavier	W Catholic	1928	13-14	-CDU-	65	34	31	0	0	0	10	4	4	
Clinton	Mother M. P. Carrico	W Private	1918	13-14	C---	201	59	19	123	5	12	5	12	2	
Muscatine Junior College	Willetta Strahan	C Public	1929	13-14	-DU-	79	43	36	0	0	0	4	3	3	
Mount St. Clare Junior College	Jacob Heemstra	C Ref. Ch.	1928	9-14	-CDU-	76	45	28	3	3	3	9	9	9	
Marshalltown Junior College	Lillian V. Hijort	C Public	1927	13-14	CD--	42	30	10	2	0	0	6	6	6	
Mason City Junior College	Sister Hazel Roth	W Catholic	1925	13-14	-CDUN	124	59	38	27	11	9	27	11	9	
Mount Mercy Junior College	J. R. Inman	C Public	1923	13-14	-CDU-	80	60	20	0	0	0	6	6	6	
*Mount St. Clare Junior College	W. C. Jackman	C Public	1926	13-14	C--	51	33	18	0	0	0	8	8	8	
Muscatine Junior College	Ralph E. Bente	C Public	1927	13-14	-DU-	29	22	7	0	0	0	7	0	7	
*Northwestern Junior College	J. L. Rendahl	C Lutheran	1920	13-14	-CDU-	231	135	96	0	0	0	16	0	0	
Osceola Junior College	Harland W. Mead	C Public	1927	13-14	-CDU-	80	55	25	0	0	0	3	0	3	
*Ottumwa Heights College	B. K. Orr	C Public	1923	13-14	-D--	62	37	24	1	2	3	1	2	3	
Red Oak Junior College	W. D. Wesselink	C Public	1926	13-14	-CDU-	44	33	11	0	0	0	1	1	12	
Sheldon Junior College															
Tipton Junior College															
*Waldorf College															
*Washington Junior College															
Waukon Junior College															
Webster City Junior College															
KANSAS															
*Arkansas City Junior College	C. E. St. John	C Public	1922	13-14	-DU-	300	201	90	9	7	7	13	0	0	
Central Academy and College	McPherson	C Fr. Meth.	1914	13-14	-DU-	70	29	24	17	8	8	22	3	22	
*Chanute Junior College	Chas. A. Stoll	C Public	1936	13-14	-DU-	256	159	81	16	3	3	22	4	4	
Coffeyville Junior College	W. W. Bass	C Public	1923	13-14	-D--	415	289	106	20	13	13	4	4	4	
Paola	W. M. Ostenberg	W Private	1924	13-14	-DU-	66	36	15	15	8	5	9	9	9	
Dodge City Junior College	Mother J. Schaub	C Public	1935	13-14	-DU-	251	141	94	16	9	9	9	9	9	
El Dorado Junior College	R. C. Hunt	C Public	1927	13-14	-CDU-	321	175	114	32	8	8	9	9	9	
El Dorado Junior College	Earl Walker	C Public	1919	13-14	-CDU-	317	204	95	18	3	3	23	3	23	
Fort Scott Junior College	W. S. Davison	C Private	1927	9-14	--U-	42	21	21	0	0	0	8	0	8	
Friends Bible College	Chas. A. Beals	C Public	1919	13-14	-DU-	164	76	46	42	2	2	12	2	12	
Garden City Junior College	Ira O. Scott	C Mennonite	1925	9-14	-D--	43	29	10	4	5	3	1	4	5	
Hesston College & Bible School	Milo Kauffman	C Public	1937	13-14	-DU-	75	25	4	8	8	8	1	1	1	
Highland Junior College	C. M. Rankin														

† No report. Data taken from 1938 Directory.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	ORGANIZED AS	SCHOOL YEARS IN- ACCREDITED	ENROLLMENT, 1937-38	INSTRU-						
						JUNIOR COL-	SCHOOL YEARS ACCRE-	TOTAL	FRESH.	SOPH.	SP. FULL-TIME	PART-TIME
YEAR												
KANSAS (Continued)												
*Hutchinson Junior College	Hutchinson	C. M. Lockman	C	1928 13-14	-DU-	350	211	130	9	12	6	
*Independence Junior College	Independence	E. R. Stevens	C	1925 13-14	-DU-	286	195	89	2	5	19	
Iola Junior College	Iola	R. H. Carpenter	C	1923 13-14	-DU-	159	102	54	3	3	8	
*Kansas City Junior College	Kansas City	J. F. Wellmeyer	C	1923 13-14	CDU-	404	254	147	3	10	7	
Miltonvale Wesleyan College	Miltonvale	C. F. Hester	C	1909 9-14	--U-	30	23	7	0	4	1	
Parsons Junior College	Parsons	E. F. Farmer	C	1923 11-14	-DU-	396**	208	119	69	26	4	
Pratt Junior College	Pratt	H. B. Urnruh	C	1938 13-14	---	148	148	0	0	3	9	
Wichita	Leon A. McNeill	W	Private	1933 13-14	-DU-	156	23	19	114	7	9	
Winfield	C. S. Mundinger	C	Lutheran	1893 9-14	-DU-	120	68	39	13	6	4	
Hays	Alfred Carney	M	Catholic	1931 9-14	-DU-	45	31	14	0	0	12	
Hillsboro	A. E. Janzen	C	Mennonite	1935 13-14	-DU-	147	80	50	17	7	5	
Kansas City	E. E. Dawson	C	Private	1933 9-14	-DU-	91	65	26	0	4	3	
KENTUCKY												
*Ashland Junior College	Ashland	Herbert C. Hazel	C	1938 13-14	C---	183	104	54	25	18	3	
*Bethel Women's College	Hopkinsville	J. W. Gaines	W	1916 10-14	CDUS	183	104	54	25	18	3	
*Campbellsville College	Campbellsville	D. J. Wright	C	1923 13-14	CDU-	243	77	120	46	6	4	
*Caney Junior College†	Pippapass	Chas. H. Houghton	C	1922 13-14	CDU-	126	73	52	1	6	2	
*Cumberland College	Williamsburg	J. L. Creech	C	1917 13-14	CDUS	202	115	84	3	5	5	
*Lee Junior College	Jackson	J. O. Van Meter	C	1926 13-14	CDU-	180	109	71	0	12	0	
Lindsey Wilson Junior College	Columbia	Aaron P. White	C	1923 13-14	CDU-	224	76	108	40	9	4	
Loretta Junior College	Nerinx	Mother Mary Linus	W	1926 13-14	C---	66	39	15	12	6	2	
Maple Mount	Maple Mount	Mother M. Thompson	W	1925 13-14	CDUS	99	47	36	16	7	9	
Nazareth	Nazareth	Sister M. Gertrude	W	1921 13-14	CDUS	102	69	26	7	19	0	
Paducah	Paducah	R. G. Matheson, Jr.	C	1932 13-14	CDUS	96	51	30	15	7	1	
Pikeville	Pikeville	H. M. Crooks	C	1919 13-14	CDUS	339	153	129	57	18	1	
Louisville	Louisville	Sister M. Dominica	W	1921 13-14	CDU-	218	40	22	156	9	7	
St. Catharine	St. Catharine	Sister Bonaventure	W	1931 13-14	CDU-	103	24	26	53	3	7	
London	Kenneth C. East	M. E. Ch. S.	C	1922 13-14	CDUS	147	71	76	0	10	0	
LOUISIANA												
De La Salle Normal School	Lafayette	Brother N. John	M	1930 12-13	-D--	31	18	13	0	4	0	
*Dodd College	Shreveport	E. C. Solomon	W	1927 13-14	-DU-	82	50	31	1	9	4	
Holy Cross Normal College	New Orleans	Mother Xavier	C	1931 12-14	-D--	21	9	7	5	1	4	
Louisiana Negro Normal (N)	Grambling	R. W. E. Jones	C	1930 12-14	-D--	208	120	88	0	3	8	

MAINE	Kents Hill School	Edward W. Hincks Luther I. Bonney Lindsay Lord Roy M. Hayes Milton D. Proctor	C C M C W	Private Private Private Baptist Private	1935 1934 1937 1926 1925	13-14 13-14 13-14 13-14 13-14	--- --- --- --- -DUE	22 62 80 51 166	18 31 52 37 89	3 0 0 14 12	1 1 6 0 21	1 1 2 13 12	
MARYLAND	*Jr. College of Univ. of Baltimore	W. H. Wilhelm Mother M. Placide Roy T. Davis E. T. Harrigan M. Adele France	C W W M W	Private Private Private Catholic Private	1937 1933 1912 1848 1927	13-14 13-14 11-14 13-14 11-14	-D -D-M -U- -DU- ---	45 60 90 88 37	45 31 60 88 26	0 0 28 97 11	6 4 12 0 12	15 8 3 7 0	
	*Mount St. Agnes Junior College												
	†National Park College												
	St. Charles College†												
	†St. Mary's Female Seminary												
MASSACHUSETTS	Springfield	C. F. Gaugh Katharine Denworth C. F. Burdett C. F. Richards L. T. Richards E. E. McClintonck Gladys B. Jones Guy M. Winslow James L. Conrad Dudley Wellesley	C W C W C W W W W W W W C	Private Private Private Private Private Private Private Private Private Private Private Private Y.M.C.A.	1922 1902 1879 1934 1920 1934 1951 1931 1911 1928 1930 1926	13-14 13-14 13-14 13-14 13-14 13-14 11-14 13-14 13-14 13-14 13-14 13-14 13-14	--- --- --- --- --- --- -U- -D- --- --- --- --- -D--	600 229 1073 86 51 32 97 361 80 42 20 144	350 250 127 117 73 44 45 190 80 38 20 60	0 0 0 32 37 15 126 56 89 16 37	23 24 63 3 4 11 15 39 12 17 22 0	6 3 10 3 3 26	
	Bay Path Institute												
	*Bradford Junior College												
	Burdett College												
	Cambridge School of Liberal Arts												
	Erskine School†												
	*Garland School												
	Lasell Junior College												
	*Nicholls Manor Junior College												
	*Pine Manor Junior College												
	Stuart School												
	†Webber College||												
	†Worcester Junior College												
MICHIGAN	Bay City	G. E. Butterfield A. F. Bukowski Roy Newton W. S. Shattuck Kenneth MacLeod R. Ernest Dear Arthur Andrews G. I. Altenburg	C C C C C C C C	Public Catholic Private Public Public Public Public Public	1922 1931 1914 1923 1938 1932 1914 1918	13-14 13-14 13-14 13-14 10-13 13-14 13-14 13-14	-DUN -D CDU- CDU- --- -DU- CDUN CDUN	373 264 68 403 110 194 737 249	223 81 55 264 110 124 512 147	146 140 13 127 0 66 225 96	4 11 4 12 0 4 0 6	12 7 3 17 0 4 26 11	
	*Bay City Junior College												
	Catholic Junior College												
	*Ferris Institute												
	*Flint Junior College												
	Fordson Junior College												
	Gogebic Junior College												
	*Grand Rapids Junior College												
	Highland Park Junior College												

§§ Accepted for active membership in the Association after inspection by a special committee
 of the American Association of Junior Colleges.
 || Fall semester only; winter semester in Babson Park, Florida.

** Four-year junior college. Additional enrollment in 11th and 12th grades, 450.
 ¶ No report. Data taken from 1938 Directory.
 ¶ Formerly Ironwood Junior College.

INSTITUTION

MICHIGAN (Continued)
 *Jackson Junior College
 *Muskegon Junior College
 *Port Huron Junior College
 Spring Arbor Sem. & Jr. College
 Suomi College

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TYPE	CONTROL	YEAR ORGANIZED AS COLLEGE	SCHOOL YEARS INCLUDED	JUNIOR INSTITUTION	ACCREDITATION	ENROLLMENT, 1937-38			INSTRUCTORS 1938-1939		
									Total	Fresh.	Soph.	Spec.	Full-Time	Part-Time
*Jackson Junior College	Jackson	Harold Steele	C	Public	1928	13-14	CDUN	256	144	87	25	14	8	
*Muskegon Junior College	Muskegon	A. G. Umbreit	C	Public	1926	13-14	CDUN	304	190	108	6	12	3	
*Port Huron Junior College	Port Huron	J. H. McKenzie	C	Public	1923	13-14	CDUN	261	119	73	69	13	6	
Spring Arbor Sem. & Jr. College	Spring Arbor	L. M. Lowell	C	Fr. Meth.	1923	13-14	CDUN	66	30	35	1	3	3	
Suomi College	Hancock	V. K. Nikander	C	Lutheran	1923	13-14	--U-	41	26	15	0	5	0	
MINNESOTA														
Albert Lea Junior College	Albert Lea	Clair Jordan	C	Public	1938	13-14	--DU-	65	60	0	5	5	2	
Bethany Lutheran College	Mankato	S. C. Yivisaker	C	Lutheran	1927	13-14	--U-	37	16	15	6	1	8	
*Bethel Junior College	St. Paul	Emery A. Johnson	C	Baptist	1931	13-14	--U-	121	68	38	15	8	7	
Brainerd Junior College	Brainerd	Emil Heintz	C	Public	1938	13-14	--U-	25	0	0	0	0	6	
St. Paul	Crosby	Martin Graebner	M	Lutheran	1905	9-14	--U-	39	25	14	0	0	11	
Duluth	Duluth	T. W. Simons	C	Public	1937	13-14	--DU-	103	67	35	1	10	0	
Ely	Ely	R. D. Chadwick	C	Public	1927	13-14	--DUN	446	302	144	0	18	4	
Eveleth	Eveleth	Sigurd F. Olson	C	Public	1922	13-14	--DU-	180	90	80	10	6	15	
Hibbing	Hibbing	O. H. Gibson	C	Public	1919	13-14	--DUN	248	146	94	8	16	6	
Coleraine	Coleraine	H. A. Drescher	C	Public	1916	13-14	CDUN	478	213	148	117	17	15	
Rochester	Rochester	Joseph B. Davis	C	Public	1922	13-14	CDU-	186	102	70	14	6	11	
Tracy	Tracy	R. W. Goddard	C	Public	1915	13-14	CDU-	181	113	64	4	11	10	
Virginia	Virginia	R. R. Sorenson	C	Public	1936	13-14	-D--	43	23	18	2	3	4	
Worthington	Worthington	Floyd B. Moe	C	Public	1921	13-14	CDUN	399	228	155	16	30	3	
V. E. Anderson	V. E. Anderson	V. E. Anderson	C	Public	1936	13-14	-DU-	98	72	22	4	8	9	
MISSISSIPPI														
All Saints Episcopal College	Vicksburg	W. G. Christian	W	Episcopal	1909	9-14	--U-	31	15	12	4	1	12	
Clarke Memorial College	Newton	W. L. McMullan	C	Baptist	1908	13-14	CDU-	130	61	38	31	7	2	
*Copiah-Lincoln Junior College	Wesson	J. M. Ewing	C	Public	1929	9-14	CDUS	344	199	144	1	17	2	
*East Central Junior College	Decatur	L. O. Todd	C	Public	1928	11-14	CDU-	356	210	146	0	18	0	
Scooba	Gulfport	J. D. Wallace	C	Public	1927	11-14	CDU-	193	130	63	0	3	11	
East Mississippi Junior College	Perkins	Richard G. Cox	W	Private	1921	10-14	CDUS	178	126	49	3	8	13	
*Gulf Park College	Harrison-Stone-Jackson Jr. Coll.	C. J. Darby	C	Public	1926	9-14	CDUS	209	139	64	6	6	6	
*Hillman College†	Clinton	M. P. L. Berry	W	Private	1853	13-14	C---	90	52	23	15	5	8	
*Hinds Junior College	Raymond	G. M. McLendon	C	Public	1922	10-14	CDUS	294	180	114	0	8	9	
Goodman	Goodman	M. C. McDaniel	C	Public	1925	10-14	C-US	309	181	128	0	14	6	
Ellisville	Ellisville	M. P. Bush	C	Public	1927	9-14	CDU-	541	303	196	42	13	16	

Mary Holmes Seminary†	West Point	C. F. Campbell	1937	i-14	CD--	168	67	19	0	19	0	3
Meridianian Junior College	Meridian	J. L. McCaskill	1883	13-14	CDU-	26	17	14	8	4	29	8
Mississippi Synodical College	Holly Springs	R. F. Cooper	1883	9-14	CDU-	57	40	10	2	12	0	6
Northwest Mississippi Jr. Coll.‡	Senatobia	R. C. Pugh	1926	9-14	CDU-	115	65	40	10	2	12	0
Okolona Industrial School	Okolona	A. M. Strange	1931	9-14	-D--	136	26	18	92	2	6	6
Pearl River Junior College	Foliarville	R. E. L. Sutherland	1922	11-14	CDUS	176	110	60	6	14	2	2
Southern Christian Institute (N)	Edwards	John Long	1900	13-14	-DU-	60	112	15	33	1	8	0
Southwest Mississippi Jr. Coll.	Summit	J. M. Kenna	1929	13-14	C---	201	130	65	6	9	0	0
Sunflower Junior College	Moorhead	Paul M. West	1926	9-14	CDUS	302	190	112	0	14	8	8
Whitworth College	Brookhaven	Sinclair Daniel	1927	13-14	CDUS	145	72	57	16	12	4	1
Wood Junior College	Mathiston	Jasper Weber	1927	13-14	CDU-	123	66	51	6	13	1	1
MISSOURI												
Central Wesleyan College	Warrenton	Franklin F. Lewis	1930	13-14	--UN-	110	43	5	6	6	3	3
Christian College	Columbia	James C. Miller	1913	9-14	--UN-	246	142	0	29	0	29	8
Conception Junior College	Conception	Edward F. Malone	1930	9-14	-DU-	27	12	11	4	0	0	6
Cottey Junior College	Nevada	Marjorie Mitchell	1912	13-14	-DU-	109	67	34	8	17	0	0
Hannibal-LaGrange College	Hannibal	Andrew F. Morris	1917	13-14	-DU-	193	98	59	36	13	4	4
Iberia Junior College	Iberia	G. Byron Smith	1926	11-14	--U-	60	38	15	36	13	9	0
Jefferson City Junior College	Jefferson City	G. H. Linker	1926	13-14	-DU-	99	71	28	0	6	3	3
Joplin Junior College	Joplin	E. A. Elliott	1937	13-14	--U-	336	290	37	9	15	7	7
Junior College of Flat River	Fiat River	Irvin F. Coyle	1922	13-14	-DUN	189	113	76	0	5	10	10
Kansas City Junior College	Kansas City	A. M. Swanson	1915	13-14	-DUN	1157	707	447	3	49	0	0
Kemper Military School	Boonville	A. M. Hitch	1923	11-14	-DUN	253	100	0	10	7	0	0
Lincoln Junior College	Kansas City	H. O. Cook	1936	13-14	-DU-	92	59	15	18	0	15	15
Moberly Junior College	Moberly	M. A. Spohrer	1927	11-14	-DU-	186	117	64	5	5	15	5
Monett Junior College	Monett	H. D. McEachen	1928	13-14	-DUN	108	66	42	0	9	4	4
St. Joseph Junior College	St. Joseph	Nele Blum	1915	13-14	-DUN	347	220	127	0	16	4	4
Concordia	Concordia	A. J. C. Moeller	1905	13-14	--U-	28	17	11	0	0	8	8
Kansas City	Kansas City	Sister Marcelia	1916	13-14	--U-	173	130	43	0	4	12	12
Bolivar	Columbia	Courts Redford	1910	13-14	--U-	235	143	60	32	13	0	0
Stephens College	Trenton	James M. Wood	1912	11-14	-DUN	1102	746	356	0	123	0	0
Trenton Junior College	Lexington	S. M. Rissler	1925	13-14	-DU-	88	51	36	1	6	5	5
St. Paul's College	Fulton	R. C. Ford	1924	13-14	-DUN	116	73	43	0	7	7	7
Teresa's Junior College	Marlowood	H. G. Harmon	1915	13-14	-DU-	280	175	94	11	26	8	8
William Woods College	P.A. Freshmen College	G. E. Dille	1934	13	--U-	150	150	0	0	0	0	0

MONTANA	Billings Polytechnic Institute Great Falls Junior College† Northern Montana College	Polytechnic Great Falls Havre
		* Directed by State Department but no data received

† No report. Data taken from 1938 Directory.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TYPE	CONTROL	YEAR ORGANIZED AS COLLEGE	SCHOOL ACCREDITED	JUNIOR IN-CLUDED	ENROLLMENT, 1937-38			INSTRUCTORS 1938-1939		
								Total	Fresh.	Soph.	Spec.	Full-Time	Part-Time
NEBRASKA													
College of St. Mary	Omaha	Sister M. Bernard	W	Catholic	1923 13-14	-DU-	105	57	48	0	15	3	
*Hebron College & Academy	Hebron	K. F. Weltner	C	Lutheran	1925 13-14	-DU-	76	45	4	10	2		
Luther College	Wahoo	Paul M. Lindberg	C	Lutheran	1925 13-14	-DU-	94	68	25	1	2	10	
*McCook Junior College	McCook	J. R. Johnson	C	Public	1926 13-14	-DU-	87	51	33	3	6	7	
*Scottishbluff Junior College	Scottishbluff	M. L. Coleman	C	Public	1932 13-14	-DU-	98	72	13	13	4	9	
NEW HAMPSHIRE													
*Colby Junior College	New London	H. Leslie Sawyer	W	Private	1928 12-14	-DU-	318	161	129	28	33	0	
*Stoneleigh College	Rye Beach	Richard D. Currier	W	Private	1934 13-14	-DU-	133	83	48	2	18	2	
Tilton Junior College	Tilton	James E. Coons	M	Private	1936 13-14	CDU-	40	28	12	0	7	0	
NEW JERSEY													
*Centenary Junior College	Hackettstown	R. J. Trevorow	W	Methodist	1929 11-14	-D-M	122	49	73	0	18	4	
*College of South Jersey	Camden	E. G. Van Name	C	Public	1926 13-14	-DU-	97	38	37	22	5	3	
*Essex Junior College	Newark	A. M. Koch	C	Private	1937 13-14	-DU-	165	123	31	11	7	9	
Junior College of Bergen County	Teaneck	C. L. Little	C	Private	1933 13-14	-DU-	452	217	57	178	18	10	
Middlesex Junior College	Perth Amboy	Ladd M. Lukats	C	Public	1933 13-14	-DU-	607	354	78	175	18	0	
Monmouth Junior College	Long Branch	E. G. Schlaeter	C	Public	1933 13-14	-DU-	128	75	39	14	7	1	
*Morris Junior College	Morrisstown	Arthur S. Platt	C	Private	1933 13-14	-DU-	250	80	30	140	11	10	
*Newark Junior College	Newark	David Bucharest	C	Private	1938 13-14	-DU-	113	50	25	38	4	6	
*Union Junior College	Roselle	Chas. G. Cole	C	Public	1933 13-14	-DU-	492	275	180	37	13	2	
Whitman Junior College	Newark	Cecelia Kaye	W	Private	1937 13-14	-DU-	115	80	35	0	5	3	
NEW MEXICO													
*Eastern New Mexico Jr. College	Portales	Donald W. MacKay	C	Public	1934 13-14	CDU-	443	260	160	23	29	2	
*New Mexico Military Institute	Roswell	D. C. Pearson	M	Public	1914 13-14	-DUN	261	168	93	0	19	4	
NEW YORK													
*Bennett Junior College	Millbrook	Courtney Carroll	W	Private	1935 13-14	-D-M	112	72	38	2	13	18	
*Briarcliff Manor	Briarcliff	Doris L. Flick	W	Private	1933 13-14	-D--	125	95	30	0	17	16	
Cazenovia Seminary Jr. College	Cazenovia	H. W. Heblethwaite	C	Methodist	1934 9-14	-D--	72	59	9	4	9	7	
Concordia Collegiate Institute	Bronxville	A. Doege	M	Lutheran	1936 13-14	-D--	39	26	12	1	6	2	
Epiphany Apostolic Jr. College†	Newburgh	Mrs. J. G. Cosgrave	M	Church	1937 13-14	-D--	160	98	47	15	18	26	
*Finch Junior College	New York	Paul D. Shafer	W	Private	1932 13-14	-D-M	116	68	47	1	9	14	
*Packer Collegiate Institute	Brooklyn												

NORTH CAROLINA		NORTH DAKOTA		OKLAHOMA	
*Barber-Scotia Junior College (N)	Concord	L. S. Cozart	1930	13-14	--S
Belmont Abbey College	Belmont	Cuthbert E. Allen	1930	9-14	CDUS
*Baptist College	Asheville	C. A. Lloyd	1927	12-13	CDU-
Boiling Springs Junior College††	Boiling Springs	Geo. J. Burnett	1934	13-14	CDU-
*Brevard College	Brevard	E. J. Coltrane	1926	13-14	--D--
*Campbell College	Buie's Creek	L. H. Campbell	1937	11-14	---
Chowan College††	Murfreesboro	J. L. Carrick	1932	12-13	-D--
Immanuel Lutheran College (N)	Greensboro	H. Nau	1929	13-14	CDU-
*Lee-McRae College	Banner Elk	Edgar Tufts	1917	13-14	--D--
*Louisburg College	Louisburg	D. E. Barnhardt	1921	13-14	CDUS
*Mars Hill College	Mars Hill	Hoyt Blackwell	1924	11-14	CDU-
*Mitchell College	Statesville	Grace K. Ramsey	1934	13-14	--D--
*Montreat College	Montreat	Margaret Spencer	1933	10-14	CDU-
*Oak Ridge Military Institute (N)	Oak Ridge	E. P. Holt	1932	13-14	--D--
Palmer Memorial Institute (N)	Sedalia	Charlotte H. Brown	1918	13-14	CDU-
*Peace Junior College	Raleigh	Wm. C. Pressly	1928	13-14	--D--
*Pfeiffer Junior College	Misenheimer	W. S. Sharp	1928	10-14	CDU-
*Presbyterian Junior College	Maxton	L. C. LaMotte	1935	13-14	CDU-
*Sacred Heart Junior College	Belmont	Sister M. Raphael	1930	13-14	--D--
St. Genevieve of the Pines	Asheville	Mother A. Foret	1918	10-14	CDUS
*St. Mary's School & Jr. College	Raleigh	Mrs. E. Cruickshank	1923	13-14	CDU-
*Wingate Junior College	Wingate	C. C. Burris			
NORTH DAKOTA		A. F. Arnason	1925	13-14	-DU-
School of Forestry		J. C. McMillan	1936	13-14	-DU-
State Normal Industrial School		E. F. Riley	1907	13-14	CDU-
*State School of Science					
OHIO					
*Oberlin School of Commerce		J. T. Henderson	1936	13-14	-D--
Office Training School		R. E. Hoffines	1930	13-14	-D--
*Rio Grande College		W. A. Lewis	1929	13-14	-DU-
*Tiffin Business University		F. J. Miller	1918	13-14	-D--
University of Toledo Jr. College		R. L. Carter	1938	13-14	CDUN
*Urbania Junior College		Russell Eaton	1921	13-14	--U-
Y.M.C.A. Dayton College		G. McConaughy	1924	13-14	-D--
OKLAHOMA					
Altus		Emily B. Smith	1926	13-14	CDU-
Bacone College		B. D. Weeks	1927	13-14	-DU-
Bartlesville Junior College		Paul C. Norvell	1926	13	-DU-

* No report. Data taken from 1938 Directory.

† Reported by State Department but no data received.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TYPE	CONTROL	YEAR ORGANIZED	SCHOOL AS YEARS IN COLLEGE	ACCRREDITATION	ENROLLMENT, 1937-38			INSTRUCTORS 1938-1939		
								JUNIOR COLLEGE	TOTAL	FRESH.	SOPH.	SPEC.	FULL-TIME
OKLAHOMA (Continued)													
Bristow Junior College	Bristow	E. H. Black	C	Public	1928	13-14	-DU-	107	76	26	5	0	9
*Cameron State Agricultural Coll.	Lawton	C. M. Conwill	C	Public	1927	9-14	-D--	914	602	312	0	30	0
Capitol Hill Junior College	Oklahoma City	A. H. Parmelee	C	Public	1931	10-14	-DU-	153	93	15	45	0	12
Carnegie Junior College††	Carnegie	L. F. Battles	C	Public	1938	13	C---	319	198	121	0	19	0
*Connors State Agricultural Coll.	Warner	Jacob Johnson	C	Public	1927	10-14	C---	47	47	0	0	0	8
Duncan Junior College	Duncan	N. L. George	C	Public	1937	13-14	-D--	344	269	75	0	15	0
*Eastern Oklahoma College	Wilburton	C. C. Dunlap	C	Public	1927	9-14	-D--	13	13	...	...	...	...
El Reno Junior College††	El Reno	Paul Taylor	C	Public	1938	13	---	...	...	...	...	...	...
Frederick	Frederick	J. O. Shaw	C	Public	1938	13	---	...	...	...	...	...	...
Hollis	Hollis	Lester Sherrill	C	Public	1937	13	---	...	...	...	...	...	...
Kiowa County Junior College	Hobart	Bennie A. McElvea	C	Public	1934	13-14	-D--	78	45	20	13	0	10
Mangum	Mangum	J. B. Boren	C	Public	1937	13	---	...	...	...	...	...	...
*Monte Cassino Junior College	Tulsa	Sister M. A. Connors	W	Catholic	1931	13-14	-DU-	66	15	8	43	1	7
*Murray State School of Agriculture	Tishomingo	Clive E. Murray	C	Public	1922	11-14	CDU-	484	316	136	32	18	0
*Muskogee Junior College	Muskogee	Bessie M. Huff	C	Public	1920	13-14	CDU-	84	56	28	0	0	8
*Northeastern Oklahoma Jr. Coll.	Miami	E. L. Smith	C	Public	1920	13-14	CDU-	242	153	82	7	15	1
Oklahoma Junior College	Okemah	Cecil E. Okes	C	Public	1933	13	C---	27	27	0	0	0	4
Oklahoma Military Academy	Claremore	Walter E. Downs	M	Public	1923	9-14	CDUN	358	110	50	198	3	7
*Oklmulgee Junior College	Oklmulgee	W. A. Rutledge	C	Public	1926	13-14	-D--	142	...	...	...	6	6
Pawhuska Junior College††	Pawhuska	R. C. Kendall	C	Public	1936	13	---	...	...	...	...	...	...
Pawnee Junior College	Pawnee	S. J. Bryant	C	Public	1934	13	---	16	16	0	0	0	4
Pryor Junior College††	Pryor	Dan Baker	C	Public	1938	13	---	...	...	...	...	...	...
Sapulpa Junior College	Sapulpa	E. O. Shaw	C	Public	1932	13-14	-D--	96	55	28	13	4	4
Sayre Junior College††	Sayre	Oscar McMahen	C	Public	1938	13	---	...	...	...	...	...	...
Seminole Junior College	Seminole	John G. Mitchell	C	Private	1931	13-14	-DU-	101	76	15	10	0	14
Shidler Junior College	Shidler	M. B. Nelson	C	Private	1936	13	-DU-	16	16	0	0	0	5
*University Prep. Sch. & Jr. Coll.	Tonkawa	R. R. Robinson	C	Public	1920	9-14	-DU-	478	302	158	18	27	2
Wetumka Junior College	Wetumka	Howard H. Hart	C	Public	1931	13-14	CDU-	65	37	23	5	2	4
Woodward Junior College	Woodward	R. R. Russell	C	Public	1932	13-14	CDU-	69	35	30	4	1	12
OREGON													
Multnomah College	Portland	Edward L. Clark	C	Private	1931	13-14	--W	327	155	57	115	11	14
St. Helen's Hall Junior College	Portland	Sister W. Lucia	W	Episcopal	1932	13-14	-DUW	203	56	52	95	11	11
PENNSYLVANIA													
*Alliance College	Cambridge Springs	John J. Kolasa	M	Private	1924	13-14	-D--	56	34	20	2	8	3
*Bucknell Univ. Junior College	Wilkes-Barre	E. S. Farley	C	Private	1933	13-14	-D-M	198	114	50	34	13	3
DuBois Undergraduate Center	DuBois	Edwin W. Zoller	C	Public	1935	13-14	--U-	200	69	32	99	8	0
*Erie Junior College	Erie	J. Lloyd Mahony	C	Private	1928	13-14	-DUM	460	60	40	360	11	4
Fayette Undergraduate Center	Uniontown	R. W. Brewster	C	Private	1934	13-14	--U-	105	51	24	30	7	0
Harcum Junior College	Bryn Mawr	Edith H. Harcum	W	Private	1934	11-14	--U-	80	30	20	30	10	20
Harrisburg Acad.-Junior College	Harrisburg	Arthur E. Brown	M	Private	1935	13-14	-DU-	24	14	10	9	4	0
Hazleton Undergraduate Center	Hazleton	R. E. Eiche	C	Public	1934	13-14	C-U-	65	95	23	7	6	1

Hershey Junior College	A. G. Breidenstine	C Public	1938 13-14	187	82	0	105	6	7
*Johnstown Junior College	Viers W. Adams	C Private	1927 13-14	CDU-	368	93	57	218	11
*Linden Hall Junior College	F. W. Stengel	W Moravian	1936 13-14	CDU-	35	25	10	0	12
Messiah Bible College	C. N. Hostetter, Jr.	C Private	1920 13-14	--U-	36	24	12	0	2
*Ogontz Junior College	Abby A. Sutherland	W Private	1930 9-14	--U-	56	26	4	1	5
*Penn Hall Junior College	Frank C. Magill	W Private	1925 13-14	CDU-	132	88	41	3	15
Schuylkill Undergraduate Center	W. R. Van Voorhis	C Public	1934 13-14	--U-	92	68	13	11	6
*Scranton-Keystone Junior College	B. S. Hollinshead	C Private	1934 11-14	CDU	210	124	76	10	21
*Washington Seminary	Jane C. Maxfield	W Private	1932 13-14	--U-	22	13	9	0	10
Wildcliff Junior College	H. M. Crist	W Private	1917 13-14	--U-	42	25	17	0	12
*Williamsport Dickinson Seminary	John W. Long	C Methodist	1929 13-14	-DUM	170	106	63	1	15
Wyomissing Polytechnic Institute	A. C. Harper	C Private	1933 13-14	-D--	378	251	102	25	13
SOUTH CAROLINA									
*Anderson College	Annie D. Denmark	C Baptist	1930 13-14	CDU-	242	115	52	75	20
Avery Institute (N)	Frank A. De Costa	C Cong.	1930 11-14	C---	97	53	44	0	5
Bettis Acad. & Jr. College (N)	A. W. Nicholson	C Private	1930 12-13	-D--	139	73	56	10	1
Brainerd Institute (N)	L. S. Brown	C Presby.	1934 9-14	-D--	75	39	31	5	3
Clinton Junior College (N)	J. S. Stanback	C Private	1909 13-14	-D--	50	36	14	0	8
Coulter Memorial Academy	G. W. Long	C Presby.	1931 13-14	-D--	50	36	14	0	2
Friendship Junior College (N)	James H. Goudlock	C Baptist	1933 11-14	-D--	105	70	35	0	4
*North Greenville Junior College	M. C. Donnan	C Baptist	1933 8-13	CDU-	85	41	28	16	0
Seneca Junior College	J. D. Bryan	C M.E.Ch.S.	1926 12-13	CD--	78	38	40	0	5
*Textile Institute	R. B. Burgess	C Episcopal	1927 13-14	-DU-	254	165	86	3	4
Voorhees N. & I. School (N)	J. E. Blanton	C Methodist	1929 12-13	CD--	90	58	32	0	3
Wesleyan Methodist College	John F. Childs	C	1928 12-13	-D--	28	18	8	2	5
SOUTH DAKOTA									
Eastern State Normal School	V. A. Lowry	C Public	1931 13-14	--U-	287	138	57	92	16
Freeman Junior College	John D. Urush	C Mennonite	1927 9-14	-DU-	62	54	8	0	0
Mount Marty Junior College	Mother M. Jerome	W Catholic	1936 13-14	--U-	141	43	12	86	10
Notre Dame Junior College	John M. Brady	C Catholic	1922 13-14	-DU-	88	70	18	0	4
*Wessington Springs College	W. A. Harden	C Fr. Meth.	1918 10-14	-DU-	121	81	35	5	3
TENNESSEE									
Austin Peay Normal School†	P. P. Claxton	C Public	1929 13-14	-D--	334	152	166	16	18
*David Lipscomb College	E. H. Ijams	C Ch. of Chr.	1918 13-14	CDU-	256	157	99	0	12
*Freed-Hardeman College	N. B. Hardeman	C Ch. of Chr.	1925 13-14	CDU-	288	113	161	14	10
*Hiwassee College	T. A. Friok	C M.E.Ch.S.	1908 13-14	CDU-	267	90	94	83	8
Martin College	K. L. Rudolph	C Methodist	1914 13-14	CDU-	140	78	50	12	4

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§§ Accepted for active membership in the Association after inspection by a special committee
of the American Association of Junior Colleges.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	TYPE	CONTROL	YEAR ORGANIZED	SCHOOL AS YEARS IN COLLEGE	JUNIOR COLLEGE	ACCREDITATION	ENROLLMENT, 1937-38			INSTRUCTORS 1938-1939		
									Total	Fresh.	Soph.	Spec.	Full-Time	Part-Time
TENNESSEE (<i>Continued</i>)														
Morristown College (N)	Morristown	J. W. Haywood	C	Methodist	1923	13-14	CD--	69	36	31	2	4	2	
*Southern Junior College	Collegedale	J. C. Thompson	C	7th-J. Adv.	1916	13-14	--S	145	85	47	13	13	0	
Swift Memorial Jr. College (N)	Rogersville	W. C. Hangrave	C	Presby.	1929	13-14	-D--	51	22	29	0	5	4	
*Tennessee Wesleyan College	Athens	James L. Robb	C	Methodist	1906	13-14	CDUS	290	132	101	57	13	5	
*Trevecca Nazarene College	Nashville	A. B. Mackey	C	Nazarene	1923	13-14	CDU-	85	72	12	1	3	5	
Univ. of Tennessee Jr. College	Martin	Paul Meek	C	Public	1927	13-14	-DUS	324	182	134	8	20	0	
*Ward-Bellmont School	Nashville	A. B. Benedict	W	Private	1913	8-14	CDUS	359	226	124	9	38	11	
TEXAS														
*Amarillo College	Amarillo	J. F. Mead	C	Public	1929	13-14	CDUS	355	254	96	5	18	2	
Blinn Junior College	Brenham	Chas. F. Schmidt	C	Public	1927	13-14	CD--	120	59	46	15	8	1	
Brownsville Junior College	Brownsville	E. C. Dodd	C	Public	1926	12-13	CDUS	138	103	35	0	1	16	
Butler College (N)	Tyler	Isaiah Jackson	C	Baptist	1905	13-14	-D--	178	106	55	18	5	3	
Clarendon Junior College	Clarendon	H. T. Burton	C	Public	1927	12-13	C--	97	53	34	10	2	8	
Clifton Junior College	Clifton	C. Tyssen	C	Lutheran	1922	13-14	CDU-	74	42	149	149	7	0	
College of Marshall	Marshall	F. S. Groner	C	Baptist	1912	13-14	CDU-	442	239	149	54	17	2	
Corpus Christi Junior College	Corpus Christi	R. B. Fisher	C	Public	1935	12-13	CDU-	215	123	58	34	9	3	
Decatur Baptist Junior College	Decatur	J. L. Ward	C	Baptist	1898	13-14	CD--	163	163	163	163	163	0	
Edinburg Junior College	Edinburg	R. P. Ward	C	Public	1927	12-13	CDUS	216	150	61	61	5	11	
Gainesville Junior College	Gainesville	H. O. McCain	C	Public	1924	12-13	CDU-	159	115	42	42	2	11	
*Hardin Junior College	Wichita Falls	H. D. Fillers	C	Public	1922	12-13	CDU-	441	224	99	118	17	4	
*Hillsboro Junior College	Hillsboro	L. W. Hartfield	C	Public	1923	12-13	CD--	209	121	61	27	6	7	
Dallas	Dallas	Eva Hockaday	W	Private	1931	13-14	CD--	94	59	20	15	7	13	
Jacksonville	Jacksonville	J. W. Overall	C	Baptist	1919	12-13	CDU-	115	60	35	20	7	0	
Stephenville	Stephenville	J. Thomas Davis	C	Public	1918	10-13	CDUS	1435	740	388	307	67	0	
Kilgore	Kilgore	B. E. Masters	C	Public	1935	12-13	CDU-	651	419	191	41	21	4	
Beaumont	Beaumont	C. W. Bingman	C	Public	1923	12-13	CDUS	498	371	127	0	18	2	
Goose Creek	Goose Creek	H. L. Lowman	C	Public	1934	13-14	CDU-	280	195	50	35	8	9	
Jacksonville	Jacksonville	C. E. Peebles	C	M.E.Ch.S.	1917	12-14	CDUS	400	186	141	73	13	0	
Crockett	Crockett	B. R. Smith	C	Presby.	1925	13-14	-D-S	260	81	95	84	8	2	
Arlington	Arlington	E. E. Davis	C	Public	1917	13-14	CDU-	1165	879	211	75	55	1	
Fort Worth	Fort Worth	Sister M. Albertine	W	Catholic	1932	13-14	CD--	112	44	22	46	7	3	
Paris	Paris	J. R. McElmore	C	Public	1924	12-13	CDUS	547	191	142	214	12	4	
Lamar College	Lamar College	W. T. Walton	C	Episcopal	1926	12-13	CDUS	90	62	24	4	0	12	
*Lee Junior College	*Lee Junior College	A. Bowden	C	Public	1927	13-14	CDU-	156	81	45	30	13	1	
Lon Morris College	San Antonio	W. H. Elkins	C	Public	1928	12-13	CDUS	173	117	39	17	8	10	
Mary Allen Junior College (N)	San Angelo													
North Texas Agricultural College														
Our Lady of Victory College														
Paris Junior College														
*Ranger Junior College														
St. Philip's Junior College (N)														
San Angelo College														

San Antonio Junior College	J. E. Nelson	C	Public	1925	12-13	CDU-	359	138	132	89	13	3
Schreiner Institute	J. J. Delaney	C	Pres'y.	1924	13-14	CDU-	283	191	92	0	20	0
Southwestern Junior College	H. H. Hamilton	CC	7th-D. Adv.	1894	13-14	-DUS	106	83	18	5	20	4
Temple Junior College	L. C. Procter	C	Public	1926	13-14	-DUS	150	105	45	0	8	0
Texarkana College	H. W. Stilwell	C	Public	1927	13-14	CDUS	276	142	54	80	3	8
Texas Lutheran College	Wm. F. Kraushaar	C	Lutheran	1928	13-14	CDU-	161	98	57	6	12	0
Texas Military College	C. William Hodges	M	Private	1915	13-14	CDU-	73	44	24	5	9	0
Tyler Junior College	J. M. Hodges	C	Public	1926	12-13	CDUS	266	164	61	41	1	16
Victoria Junior College	Porter S. Garner	C	Public	1925	12-13	CDU-	172	96	34	42	5	10
Plainview College	G. W. McDonald	C	Baptist	1910	13-14	CDU-	164	97	51	16	11	1
Weatherford College	G. C. Boswell	C	M.E.Ch.S.	1912	13-14	CDU-	486	151	116	219	14	2
Westminster College†	Clarence A. Sutton	C	Meth. Prot.	1916	12-13	-DU-	185	67	59	59	7	1
UTAH												
Branch Agricultural College	Cedar City	Henry Oberhansley	C	Public	1913	13-14	C---	253	134	76	43	26
Carbon College	Price	E. B. Sessions	C	Public	1938	11-14	CDU-	125	0	0	9	4
*Dixie Junior College	St. George	Glenn E. Snow	C	Public	1916	11-14	-DUW	153	76	59	18	20
Snow Junior College	Ephraim	J. A. Nuttall	C	Public	1922	11-14	--W	182	103	74	5	3
Weber College	Ogden	H. A. Dixon	C	Public	1922	13-14	CDUW	705	432	166	107	21
Westminster College	Salt Lake City	H. W. Reherd	C	Presby.	1875	11-14	-DUW	121	75	40	6	15
VERMONT												
Goddard College	Plainfield	Royce S. Pitkin	C	Private	1935	11-14	--U-	37	22	13	2	11
*Green Mountain Junior College	Poultney	Jesse P. Bogue	C	Methodist	1931	13-14	--E	271	149	117	5	23
Vermont Junior College	Montpelier	J. H. Kingsley	C	Private	1936	13-14	-DU-	25	18	5	2	4
VIRGINIA												
*Averett College	Danville	Curtis Bishop	W	Baptist	1914	13-14	CDUS	307	78	52	177	20
*Blackstone College for Girls	Blackstone	J. Paul Glick	W	M.E.Ch.S.	1915	12-13	CDU-	143	90	47	6	8
*Bluefield College	Bluefield	Edwin C. Wade	W	Baptist	1922	13-14	CDU-	268	181	74	13	16
Eastern Mennonite School	Harrisonburg	J. L. Stauffer	C	Mennonite	1921	13-14	-D--	45	28	17	0	7
*Fairfax Hall Junior College	Waynesboro	W. B. Gates	W	Private	1932	9-14	CDU-	51	31	18	2	13
Marion	Marion	Hugh J. Rhyme	W	Lutheran	1916	9-14	CDU-	108	67	29	12	9
Lawrenceville	Dayton	J. A. Russell	W	Episcopal	1926	13-14	-D--	317	199	96	22	7
*Shenandoah College	Buena Vista	Wade S. Miller	C	Un. Breth.	1922	11-14	CDU-	167	79	52	36	11
*Southern Seminary & Jr. College	Danville	R. L. Durham	W	Private	1925	9-14	CDU-	100	65	35	0	9
*St. Paul N. & I. School (N)	Bristol	J. C. Simpson	W	Private	1930	10-14	-D--	96	58	25	13	16
*Stonewall College	Bristol	Wm. E. Martin	W	Baptist	1917	13-14	CDUS	250	140	90	20	15
*Virginia Internment College	Bristol	H. G. Noffsinger	W	Baptist	1912	9-14	CDUS	337	184	93	60	35

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								YEARS INCLUDED	COR- CLUDED	Total	Fresh.	Soph.	Spec.	Full- Time
WASHINGTON														
Centralia Junior College†	Centralia	Margaret Corbett	C	Private	1925 13-14	-DU-	105	60	45	0	0	0	8	
Clark Junior College	Vancouver	Lewis D. Cannell	C	Private	1933 13-14	--U-	70	49	16	5	5	5	6	
*Grays Harbor Junior College	Aberdeen	Lewis C. Tidball	C	Private	1930 13-14	--U-	165	95	70	0	7	5	3	
*Lower Columbia Junior College	Longview	David L. Soltau	C	Private	1934 13-14	-DU-	99	66	28	5	6	6	3	
*Mount Vernon Junior College	Mount Vernon	Charles H. Lewis	C	Private	1926 13-14	-DU-	120	80	40	0	0	10	10	
*Pacific Lutheran College	Parkland	O. A. Tingelstad	C	Lutheran	1921 13-14	--U-W	312	130	76	106	15	15	3	
Spokane Junior College	Spokane	G. H. Schlauch	C	Private	1933 13-14	--U-	140	84	50	6	6	6	7	
*Yakima Valley Junior College	Yakima	Elizabeth Prior	C	Private	1928 13-14	--U-	205	113	74	18	12	2	2	
WEST VIRGINIA														
*Beckley College	Beckley	J. L. Bumgardner	C	Private	1933 13-14	CD--	722	46	22	13	13	0	0	
*Greenbrier College	Lewisburg	F. W. Thompson	W	Private	1908 11-14	CDU-	151	46	22	17	17	0	0	
*Kanawha College	Charleston	L. S. McDaniel	C	Private	1932 13-14	-DU-	605	286	183	136	9	30	30	
Logan College†	Logan	John E. Dean	C	Private	1921 13-14	---N	330	225	82	23	18	0	0	
Keyser College	Keyser	E. E. Church	C	Public	1921 13-14	-D--	52	27	21	4	14	0	0	
Harpers Ferry	Harpers Ferry	H. T. McDonald	C	Private										
WISCONSIN														
Concordia College	Milwaukee	Leroy C. Rincker	M	Lutheran	1890 9-14	---	58	32	26	0	14	2	2	
Edgewood Junior College†	Madison	Sister M. Aileen	W	Catholic	1927 13-14	CDU-	214	29	20	165	3	10	10	
St. Lawrence Junior College	Mount Calvary	Alexis Gore	M	Catholic	1925 9-14	--U-	41	18	18	5	4	4	4	
*Salvatorian Seminary	St. Nazianz	Edwin Buers	M	Catholic	1916 9-14	--U-	116	116	116	11	11	1	1	
Univ. of Wisconsin Ext. Div.	Milwaukee	C. M. Purin	C	Public	1923 13-14	--U-	639	455	173	11	55	7	7	
*Wayland Junior College	Beaver Dam	Stanley C. Ross	C	Private	1936 13-14	--U-	20	18	2	0	1	1	9	

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